DOCUMENT RESUME

ED 344 441 FL 019 869

AUTHOR Gungab, Voltaire

TITLE Pilipino Language Arts Level One--Identity. Reader: "At School" and Teacher's Handbook and Student Workbook=Sining ng Wika Unang Antas--Pagkakakilanlan. Reader: "Sa Paaralan" and Hanbuk ng Guro and Gawaing-aklat ng Mag-aaral.

INSTITUTION Asian American Bilingual Center, Berkeley, Calif.; Berkeley Unified School District, Calif.; California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

SPONS AGENCY Department of Education, Washington, DC.

PUB DATE 81

NOTE 400p.; For related documents, including kindergarten version, see FL 019 866-871.

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)

LANGUAGE English; Tagalog

EDRS PRICE MF01/PC16 Plus Postage.

DESCRIPTORS *Bilingual Education; Cultural Awareness; Curriculum; *Filipino Americans; Grade 1; Grade 2; Identification (Psychology); *Language Arts; Primary Education; Reading Materials; Resource Materials; *Self Concept; *Tagalog; Teaching Guides; Uncommonly Taught Languages

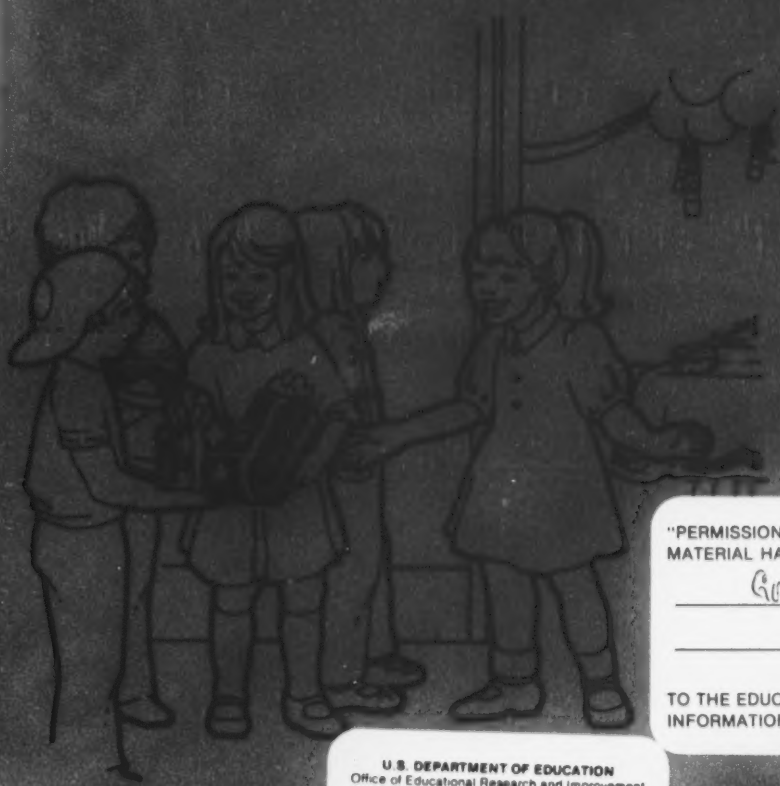
ABSTRACT

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in grades 1 and 2 is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. It covers four basic areas of language development: listening, speaking, reading, and writing, with emphasis on reading. The "Identity Kit" includes: (1) a student reader (a collection of eight to ten selections with topics linked to the AABC social studies core curriculum); (2) teacher's handbook that includes lessons, games, evaluative test and student profile, and resource materials; and (3) a student workbook that provides tasks focusing on phonic, structural, comprehension, and study skills as well as vocabulary development and practice. Four themes are stressed in this bilingual program: child, family, community, and natural environment. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED344441

Sa Paaralan



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

GVT.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Identity
Pagkakakilanlan

READER

Sining ng Wika Unang Antas
Language Arts Level One

BEST COPY AVAILABLE

Asian American Bilingual Center

2

FL019869

Sa Paaralan

Written by Voltaire Gungab
Illustrated by Edna Jundis

Identity
Pagkakakilanlan

READER

Sining ng Wika Unang Antas
Language Arts Level One

Asian American Bilingual Center

EVALUATION, DISSEMINATION, AND ASSESSMENT CENTER
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
5151 State University Drive
Los Angeles, CA 90032

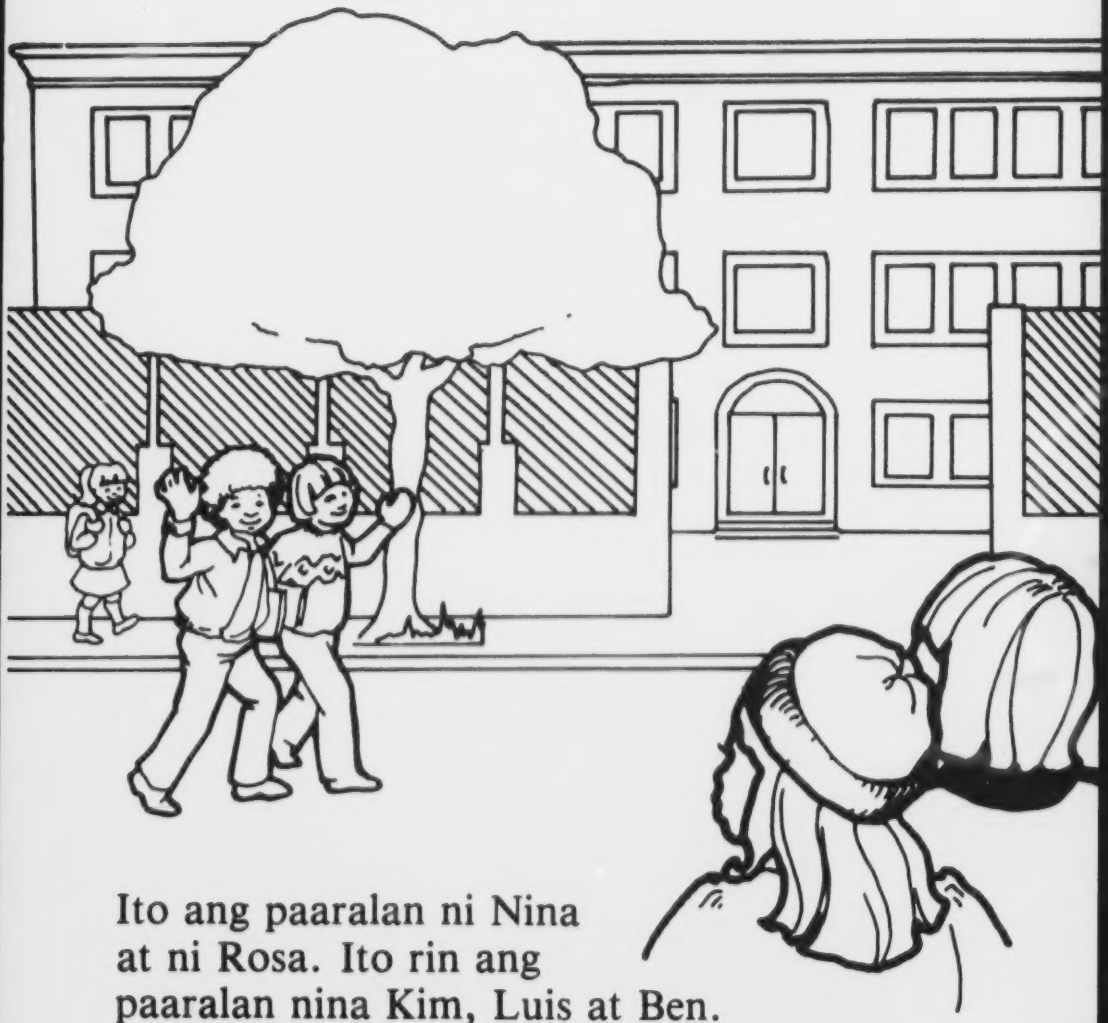
This publication was supported in whole or part by a grant to the Berkeley Unified School District from the US Department of Education under ESEA Title VII, the Bilingual Education Act. However, any views expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the federal government should be inferred.

© 1981 Berkeley Unified School District

Mga Kuwento

Sa Paaralan 1
Isang Kaibigan 5
Ang Pamilya ni Nina 9
Ang Kaarawan ni Rosa 13
Taga-saan sina Kim? 17
Ano ang Nakita Nila? 22
Tayo na sa Chinatown 26
Sa Liwasan 30

Sa Paaralan

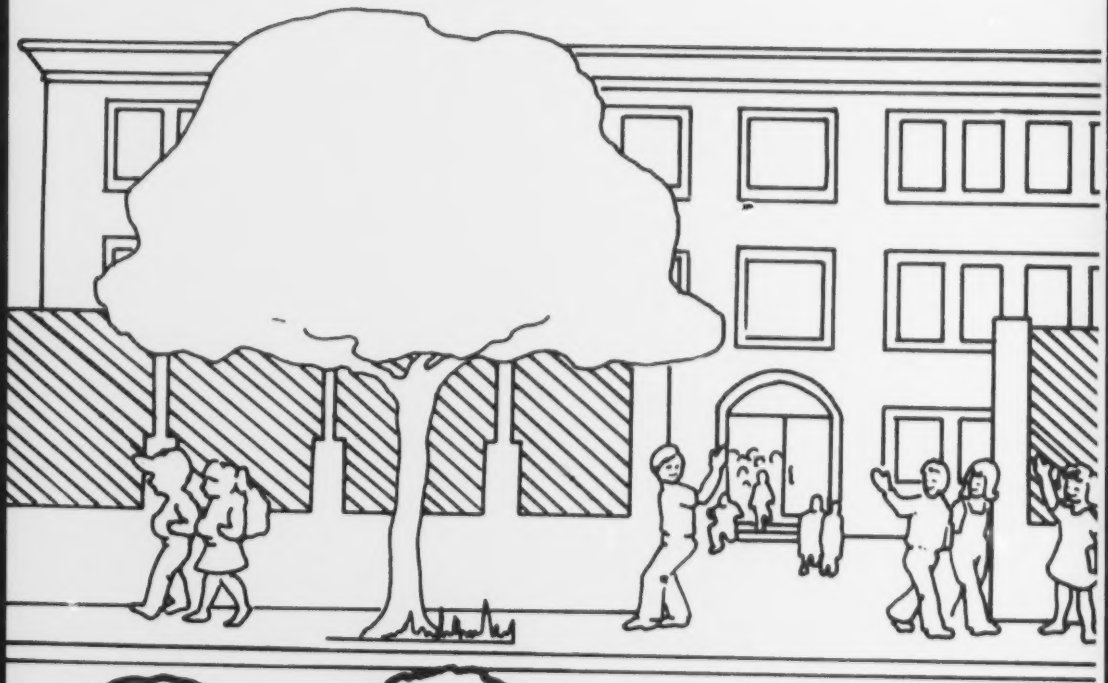


Ito ang paaralan ni Nina
at ni Rosa. Ito rin ang
paaralan nina Kim, Luis at Ben.
Malaki ang paaralan.

Dito sa paaralan, gusto nilang mag-aral,
magsulat at magbasa.

Gusto rin
nilang maglaro.

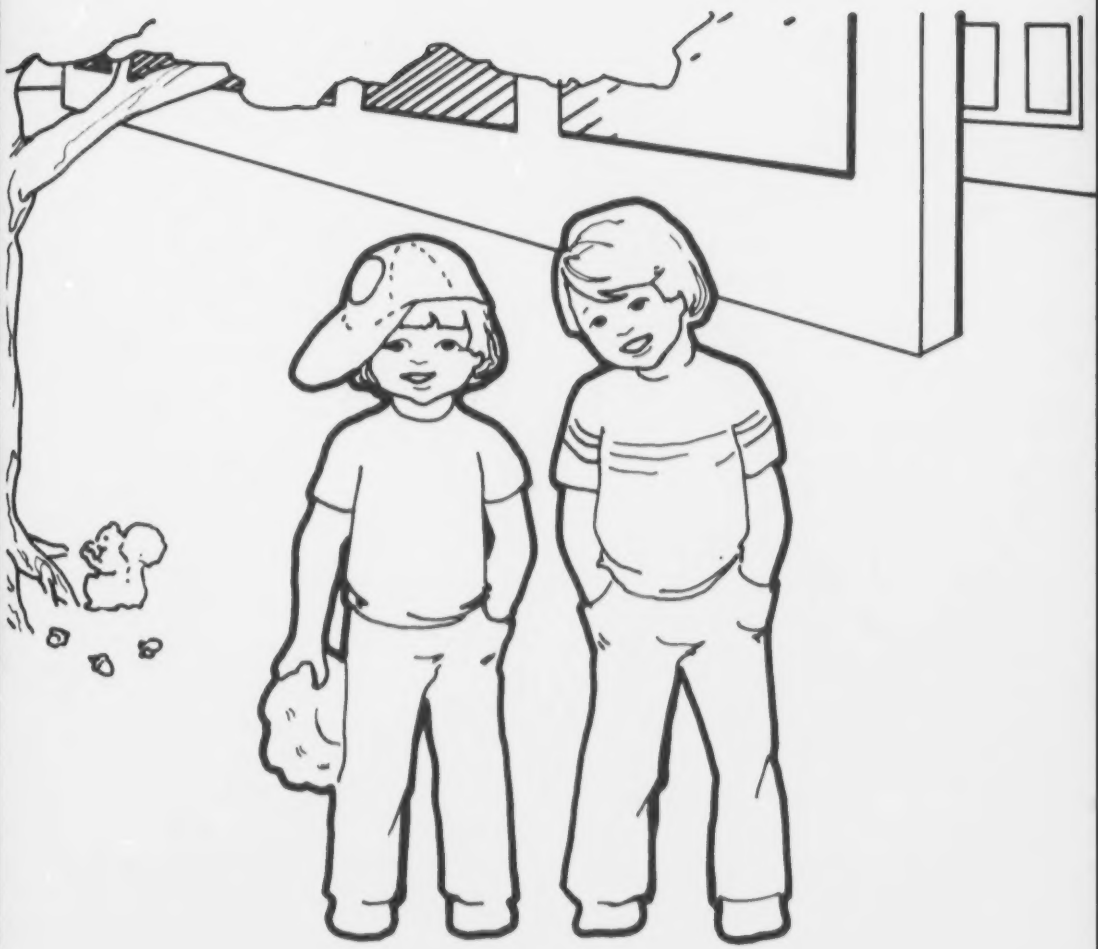
8



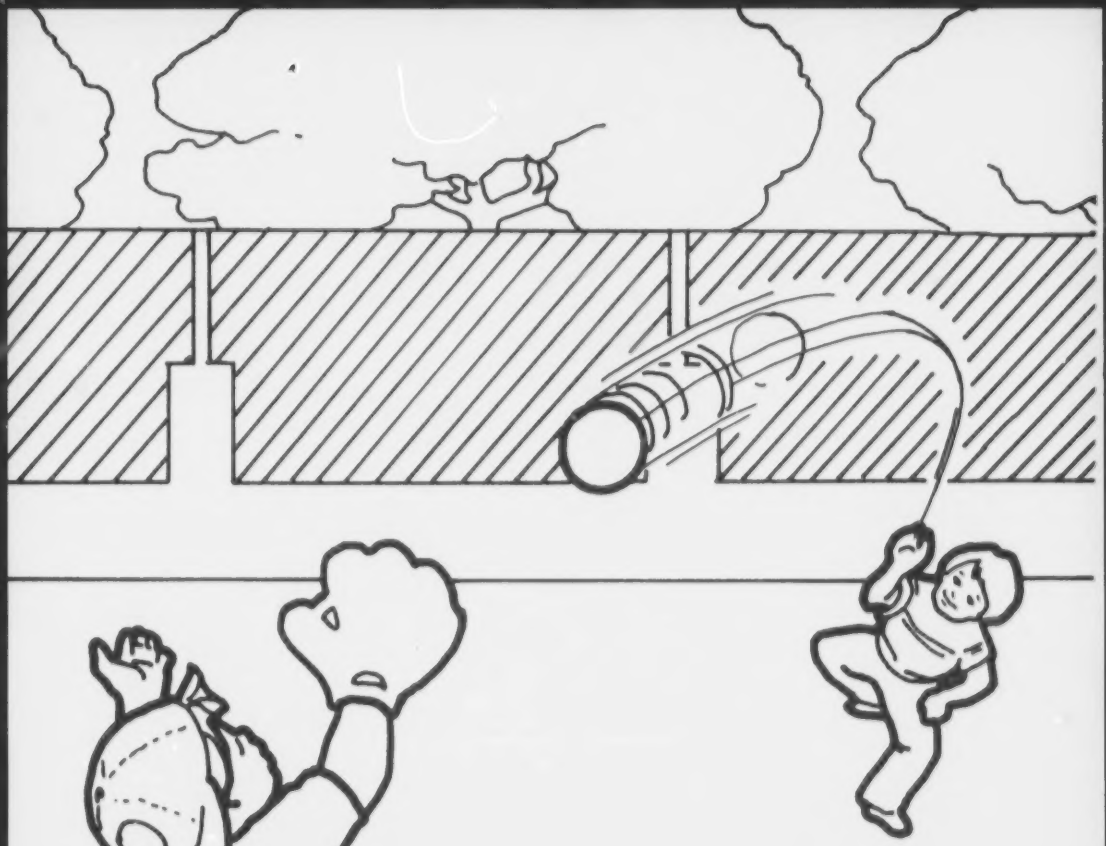
Gusto nila dito sa malaking paaralan.

9

Isang Kaibigan



May kaibigan si Luis sa paaralan.
Siya si Hiro, isang batang taga-Hapon.
Mas maliit si Hiro kaysa kay Luis.



Sa paaralan, kalaro
ni Luis si Hiro.

Gusto nilang maglaro
ng bola.

11

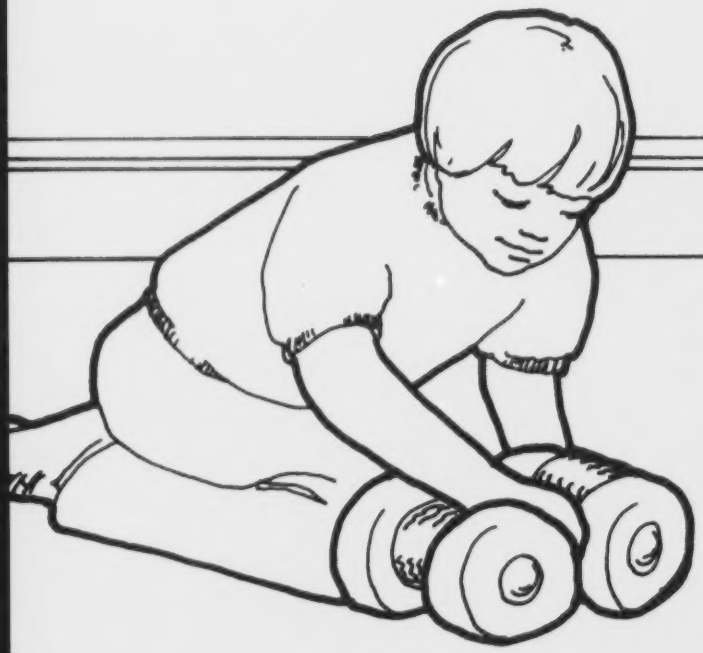
May maliit na bola si Hiro. May malaking bola si Luis.

Magkaibigan sina Luis at Hiro.

13

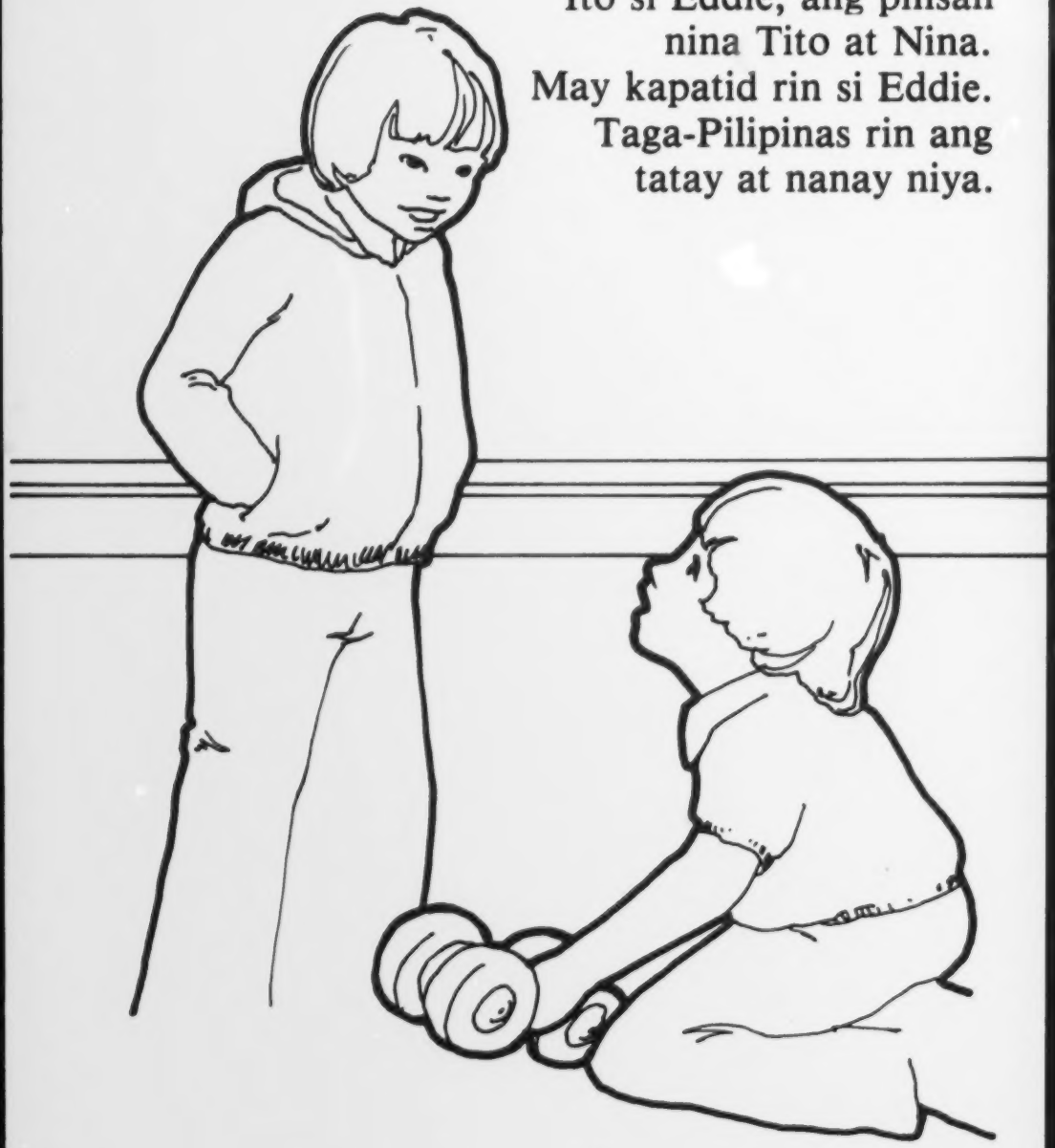
Ang Pamilya ni Nina

Ito ang pamilya ni Nina.
Eto ang tatay at nanay niya.
Taga-Pilipinas sila.



May isang kapatid si Nina.
Siya si Tito.
Magkapatid sina Nina at Tito.
Magkapatid silang dalawa.

15



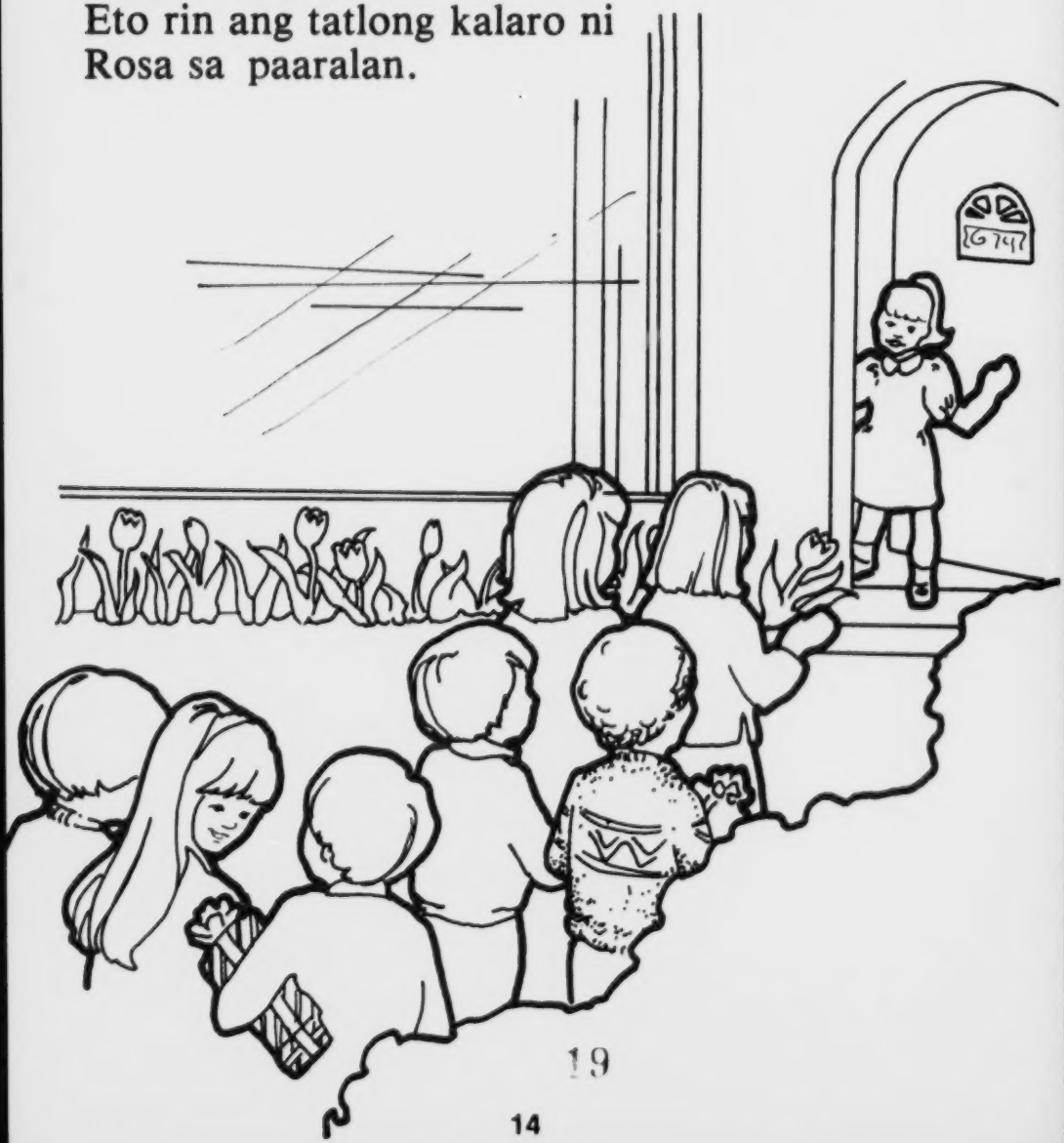
Ito si Eddie, ang pinsan
nina Tito at Nina.
May kapatid rin si Eddie.
Taga-Pilipinas rin ang
tatay at nanay niya.

Eto ang dalawang pamilya — ang pamilya ni Eddie at ang pamilya ni Nina.

Ang Kaarawan ni Rosa

Ito ang nanay ni Rosa.
"Maghanda na tayo, Rosa," ang sabi niya.
Kaarawan ngayon ni Rosa. May handa sila sa bahay. Linis na ang bahay at luto na ang pagkain.

Eto na ang mga kaibigan ni Rosa sa paaralan.
Magkasama sina Nina at Kim.
Magkasama sina Luis at Ben.
Eto rin ang tatlong kalaro ni
Rosa sa paaralan.



19

May mga regalo sila.
"Kaarawan mo ngayon, Rosa,"
ang sabi nila.
"Eto ang mga regalo."

"Tayo na, mga bata," ang sabi na nanay
ni Rosa.
"Handa na ang pagkain sa mesa."

Taga-saan sina Kim?

Eto ang tatay at nanay ni Kim. Eto ang dalawang kapatid niya. Taga-Pilipinas ang pamilya ni Kim.

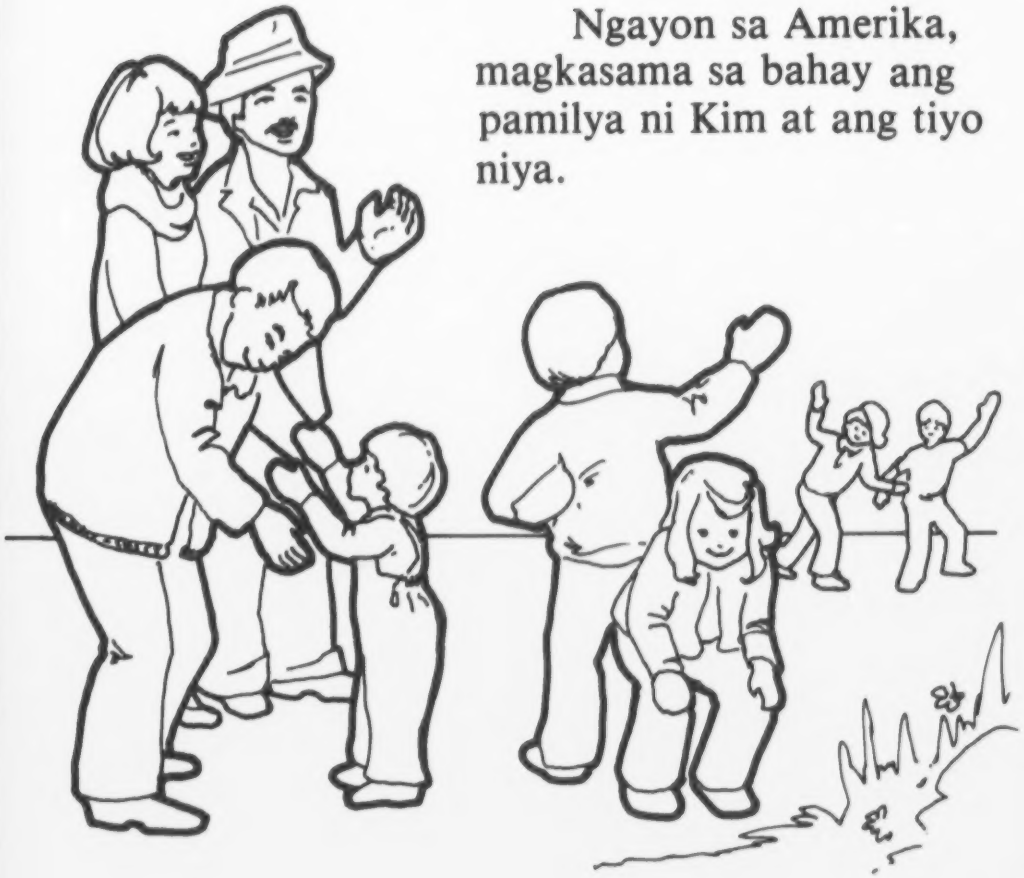
BEST COPY AVAILABLE

Ito ang eroplano nina Kim papunta sa Amerika. Malaki ang eroplanong ito.

May tiyo si Kim sa
Amerika. Kapatid siya
ng tatay ni Kim.
Taga-Amerika
ang tiyo ni Kim.

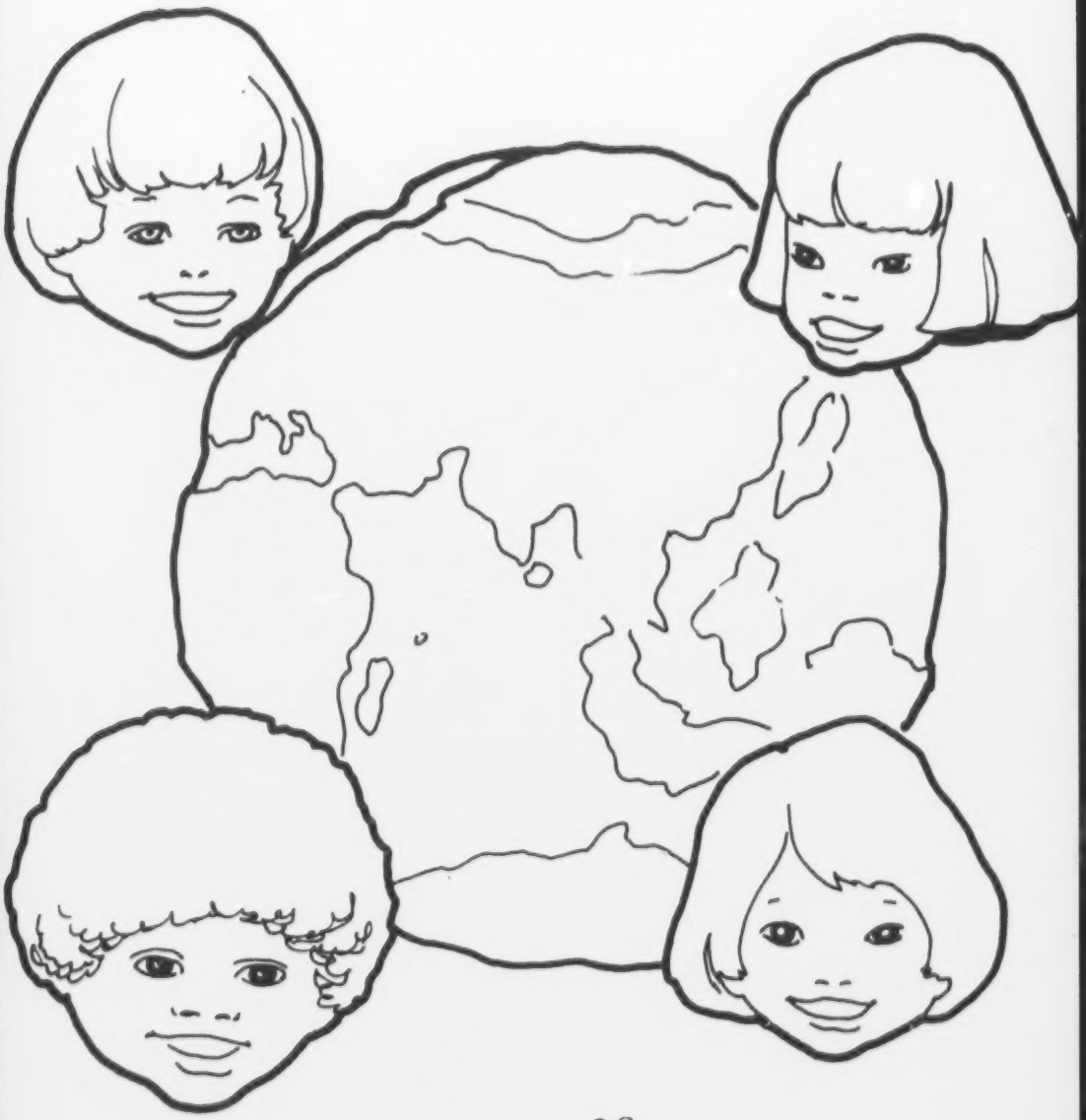
24

Ngayon sa Amerika, magkasama sa bahay ang pamilya ni Kim at ang tiyo niya.

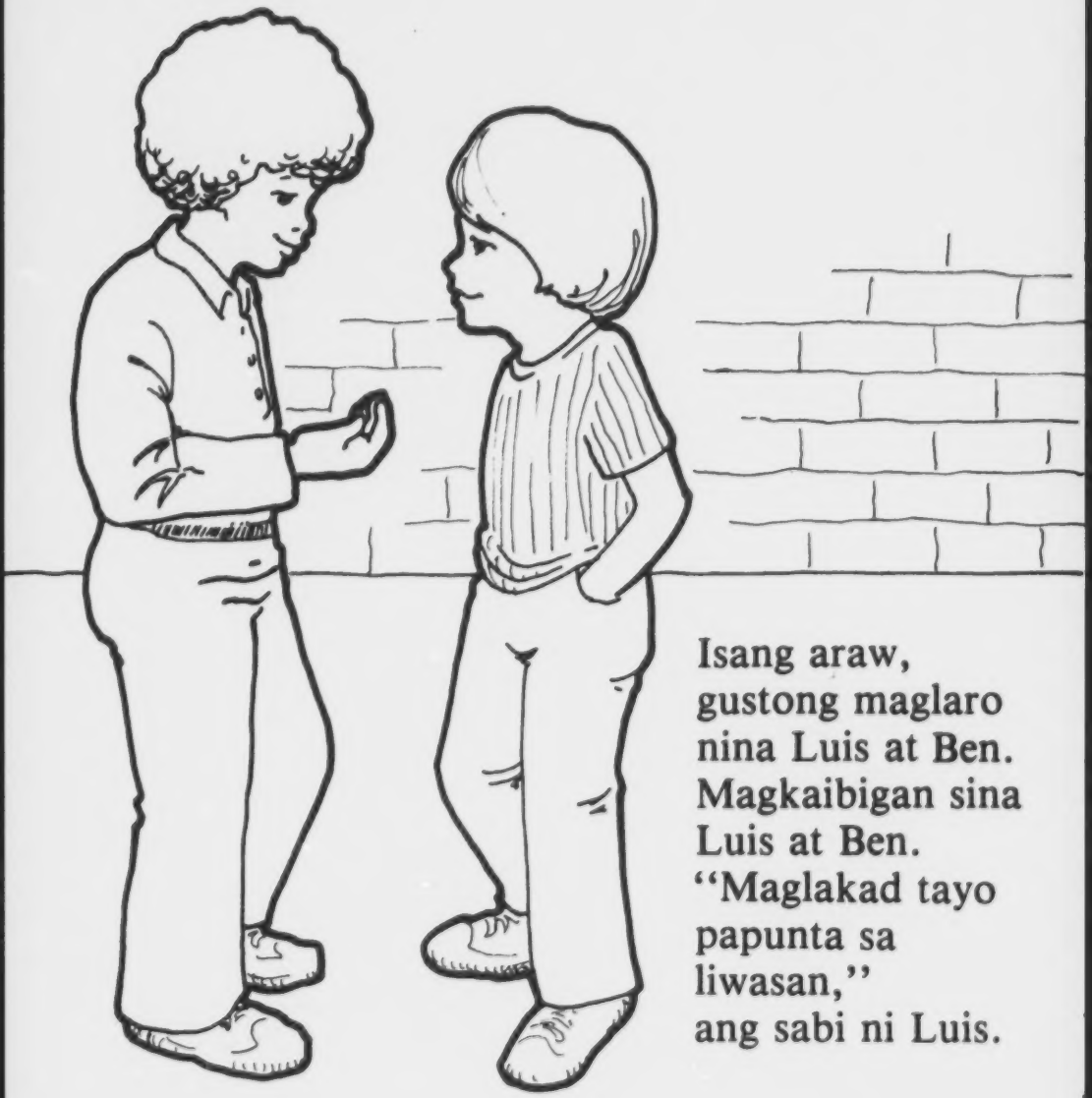


Gusto ng mga bata sa Amerika. May mga bagong kaibigan sila. May mga bagong kasama at kalaro si Kim sa paaralan.

Taga-saan ang pamilya mo?

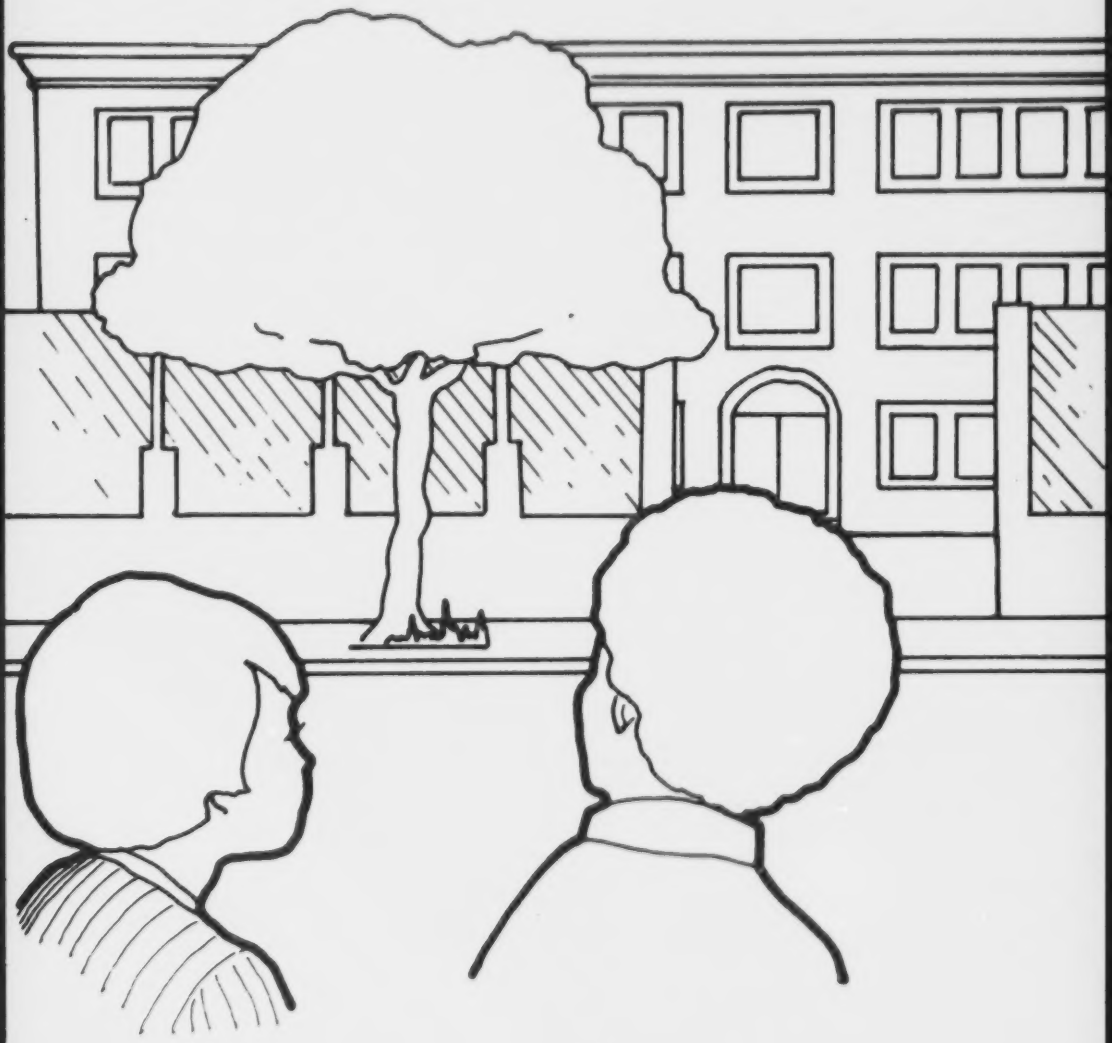


Ano ang Nakita Nila?

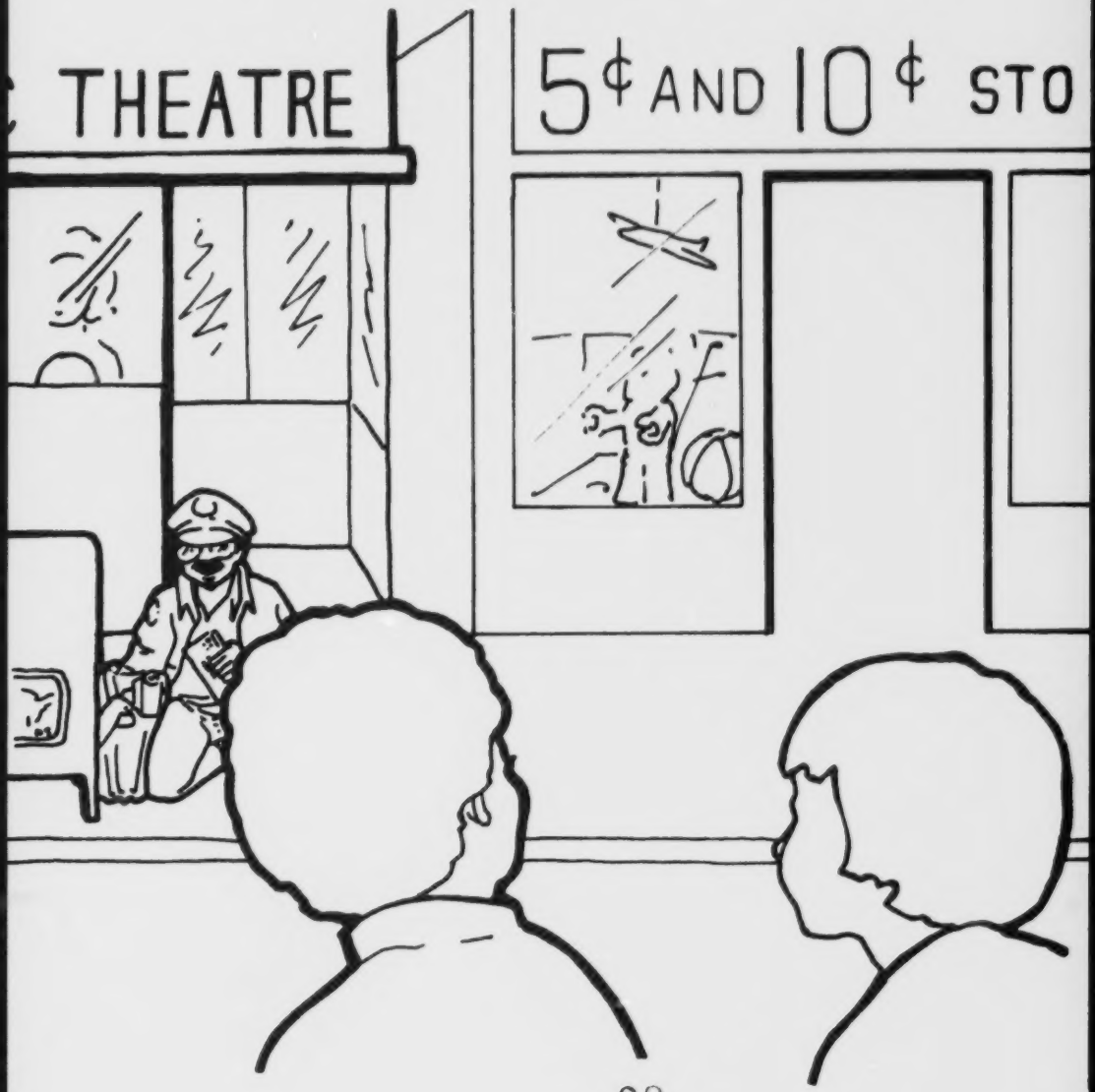


Isang araw,
gustong maglaro
nina Luis at Ben.
Magkaibigan sina
Luis at Ben.
"Maglakad tayo
papunta sa
liwasan,"
ang sabi ni Luis.

Papunta sa liwasan, may nakita sila.
Ano ang nakita nila?
Ang malaking paaralan!

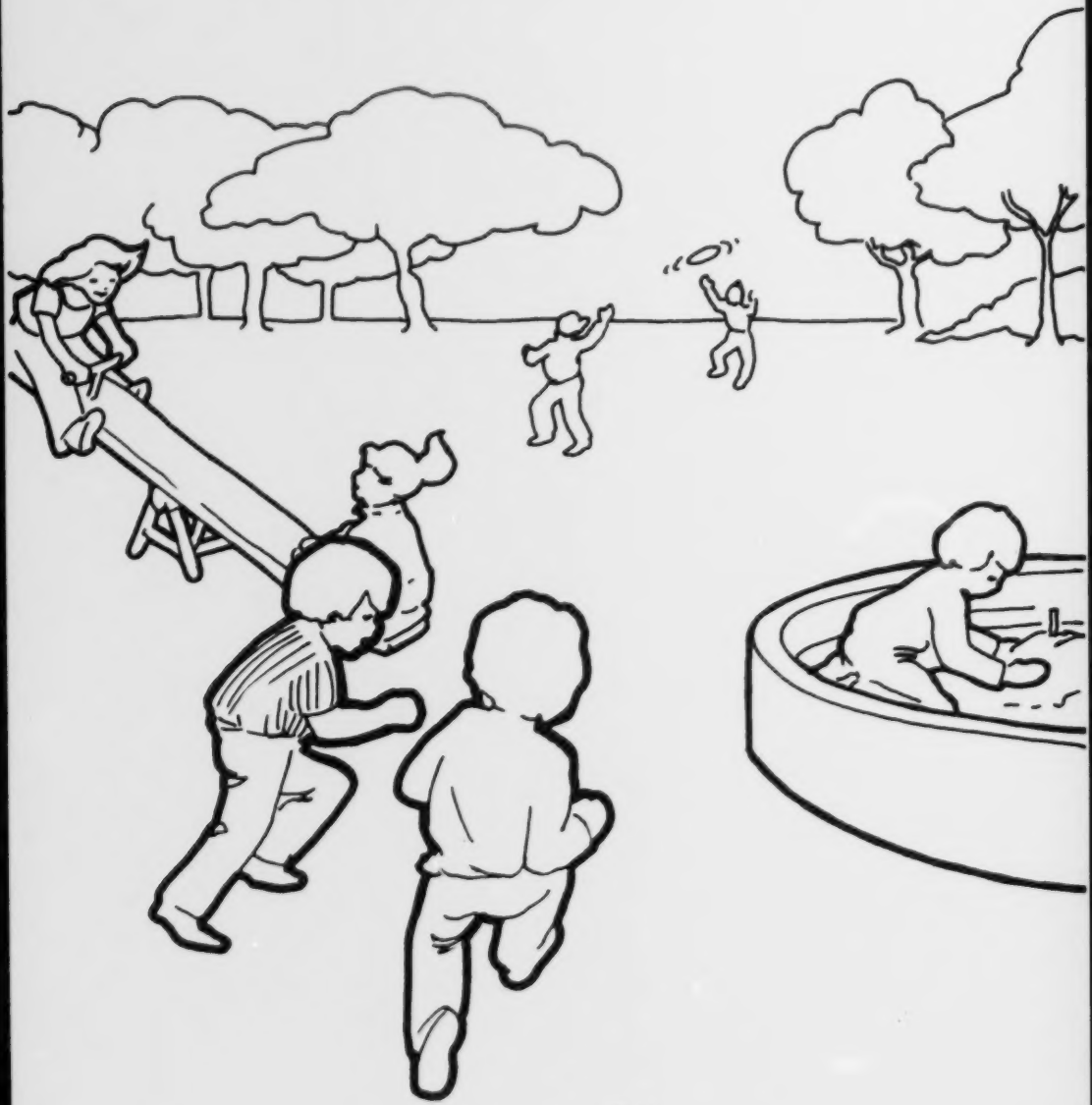


Papunta sa liwasan, may nakita sila.
Ano ang nakita nila?



29

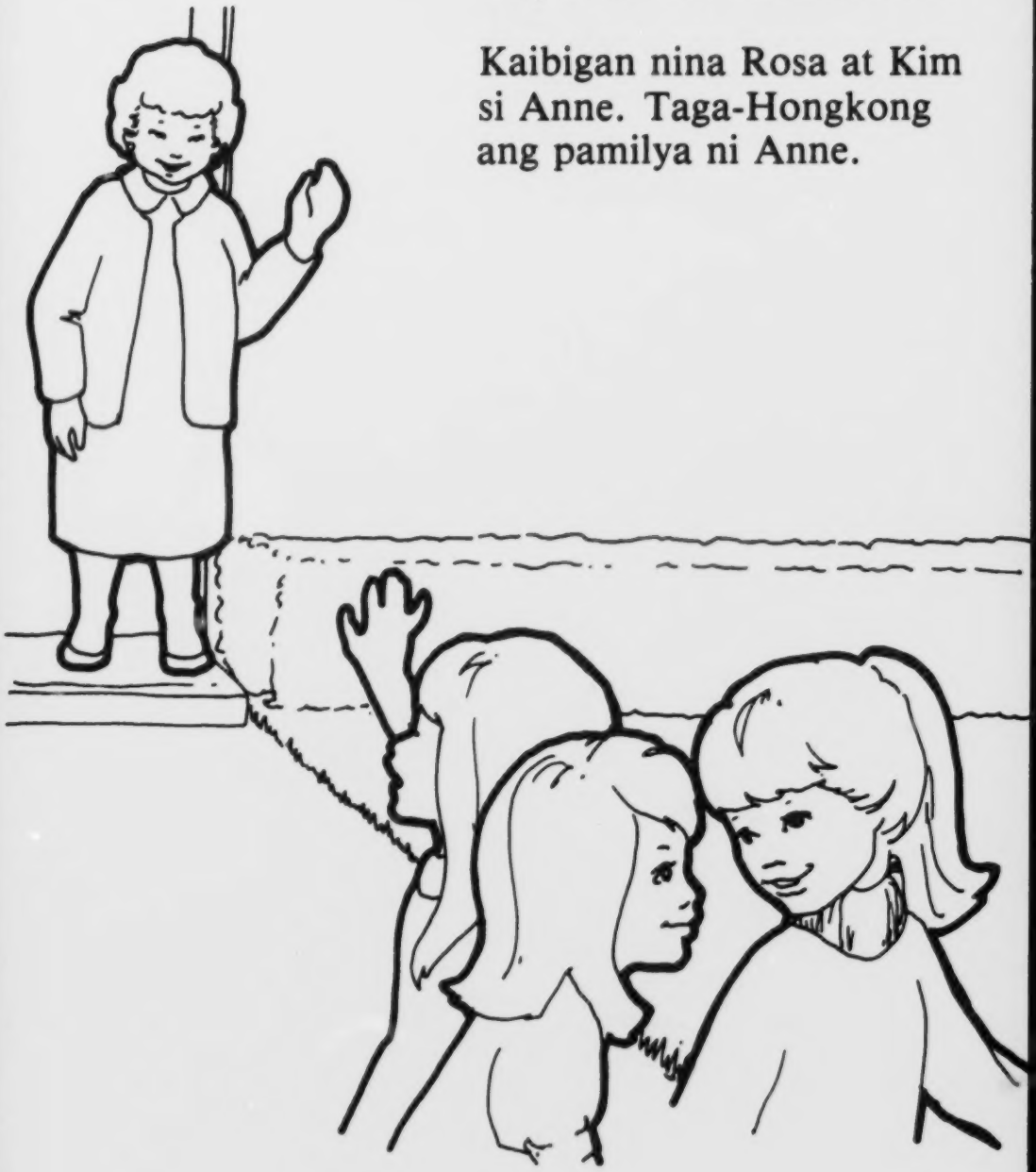
Eto na sila sa liwasan.
Ano ang nakita nina Ben at Luis?



30

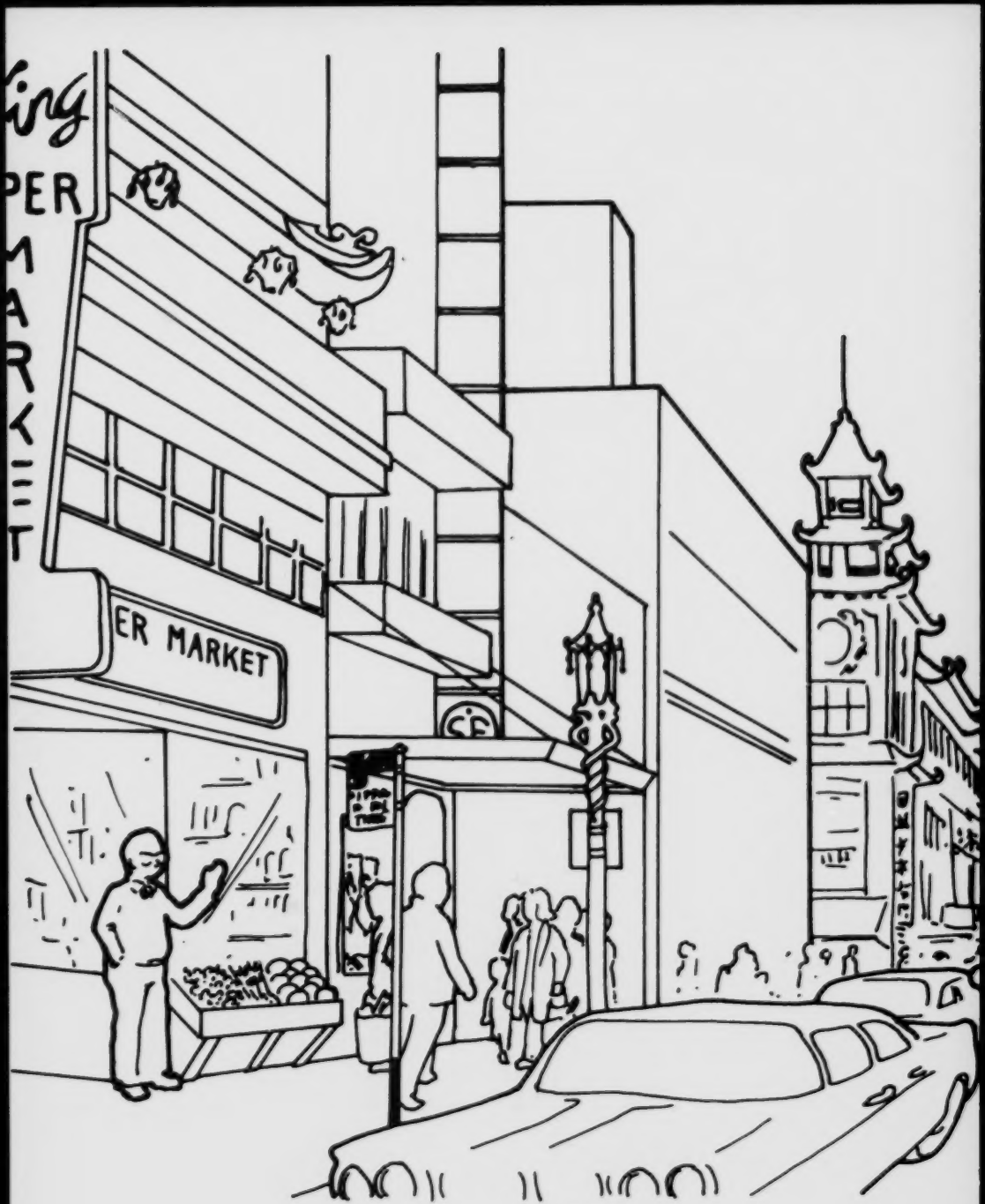
Tayo na sa Chinatown

Kaibigan nina Rosa at Kim si Anne. Taga-Hongkong ang pamilya ni Anne.

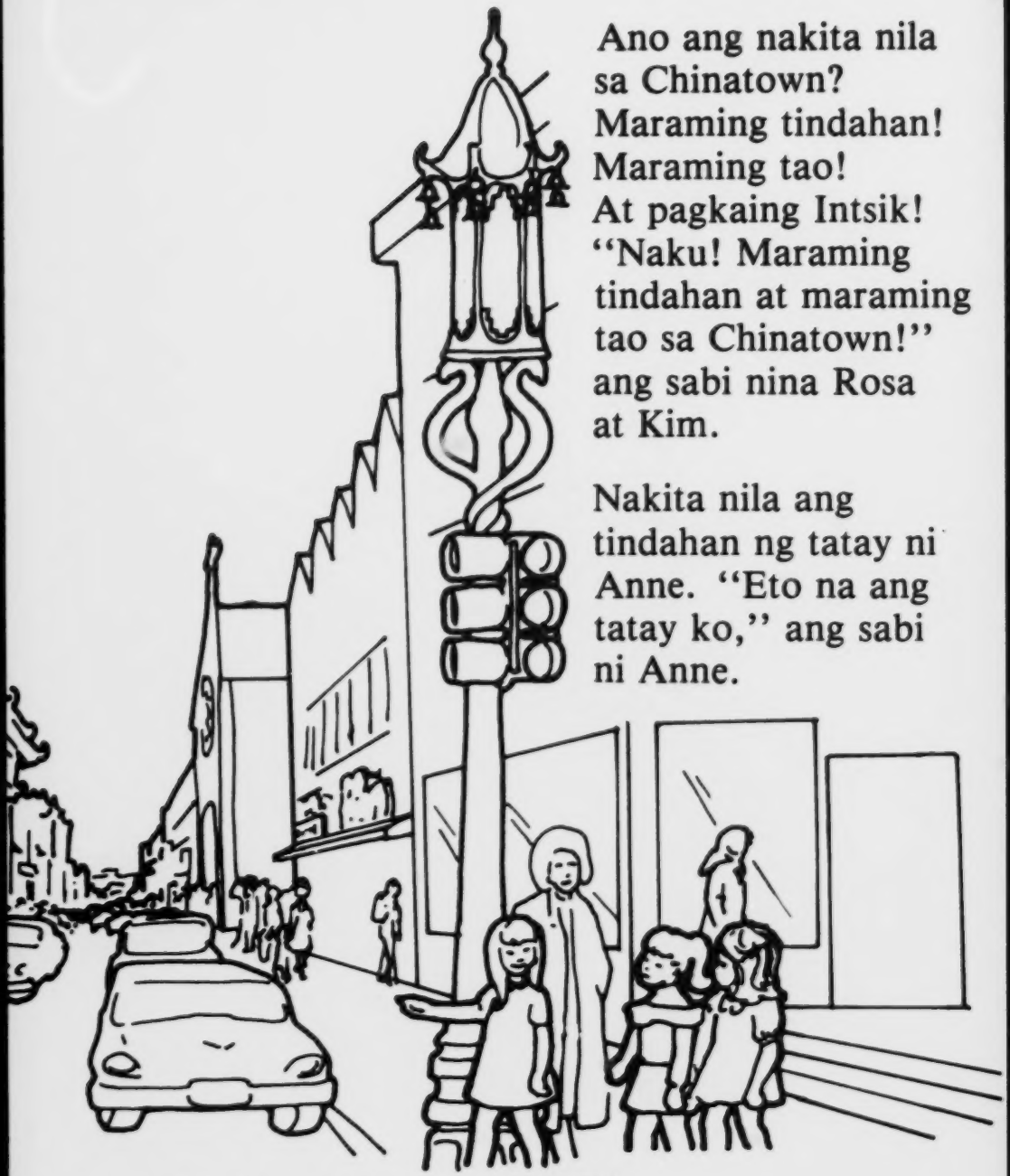


31

"Tayo na sa Chinatown," ang sabi ni Anne isang araw.
"May tindahan ang tatay ko doon."
"Gusto kong magpunta sa Chinatown," ang sabi ni Kim.
"Gusto ko ng pagkaing Intsik," ang sabi ni Rosa.



33

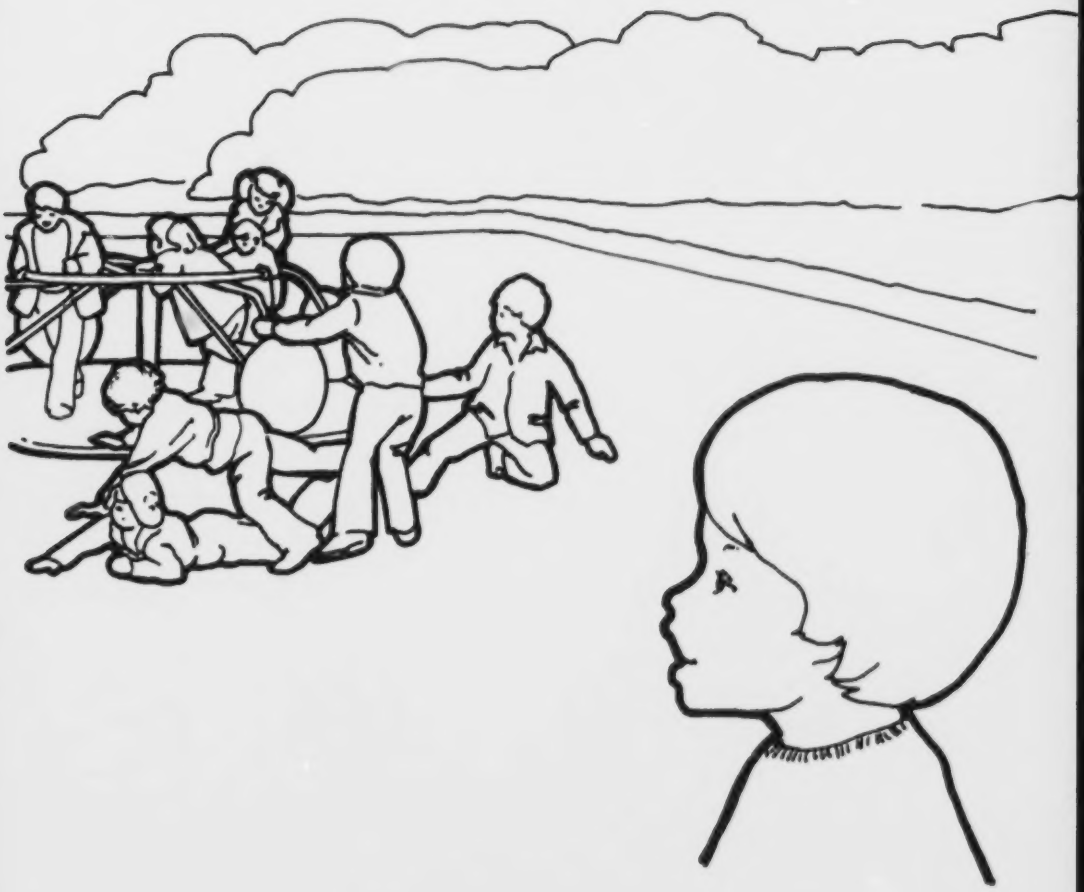


Ano ang nakita nila sa Chinatown? Maraming tindahan! Maraming tao! At pagkaing Intsik! "Naku! Maraming tindahan at maraming tao sa Chinatown!" ang sabi nina Rosa at Kim.

Nakita nila ang tindahan ng tatay ni Anne. "Eto na ang tatay ko," ang sabi ni Anne.

BEST COPY AVAILABLE

Sa Liwasan



Isang araw sa liwasan, nakita ni Luis ang
mga kaibigan niya.
Nakita niya sina Hiro, Kim, Nina, at Anne.

Taga-Hapon sina Hiro.
Hapon ang wika nila sa bahay.
Taga-Hongkong sina Anne.
Intsik ang wika nila sa bahay.

At sina Kim, Nina at Luis? Taga-Pililpinas ang mga pamilya nila. Pilipino ang wika nila.

37

Dito sa Amerika, Ingles ang wika ng mga tao.
Ingles ang wika ng mga bata sa paaralan.
Dalawang wika ang alam ng mga batang ito.
Anong mga wika ang alam mo?

U.S. GOVERNMENT PRINTING OFFICE: 1985-485-102/3219-1,000

BEST COPY AVAILABLE

Asian American Bilingual Center

HANBUK NG GURO
TEACHER'S HANDBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Identity
Pagkakakilanlan

Asian American Bilingual Center

BEST COPY AVAILABLE

HANBUK NG GURO
TEACHER'S HANDBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Written by Voltaire Gungab

Identity
Pagkakakilanlan

Asian American Bilingual Center

Developed by

Asian American Bilingual Center
1414 Walnut Street, Room 9
Berkeley, CA 94709

Gloria Garcia, editor; Chester Yoshida, illustrator; Susan Revier, paste-up; Joey Arcellana and Jonathan Hirabayashi, production.

EVALUATION, DISSEMINATION, AND ASSESSMENT CENTER
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
5151 State University Drive
Los Angeles, CA 90032

This publication was supported in whole or part by a grant to the Berkeley Unified School District from the US Department of Education under ESEA Title VII, the Bilingual Education Act. However, any views expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the federal government should be inferred.

© 1981 Berkeley Unified School District

Talalamanan
Table of Contents

Paunang Salita
Introduction v

Isang Malawakang-Tanaw
An Overview vii

Mga Tala para sa Guro
Notes to the Teacher ix

Tsart ng Saklaw at Pagkakasunod-sunod
Scope and Sequence Chart xiv

Talahuluganan ng mga Panglinggwistikang Tawag
Glossary of Linguistic Terms xv

Yunit I: Sariling Kamalayan (Aralin 1-4)
Unit I: Self-Awareness (Lessons 1-4) 1

Yunit II: Mga Pangkat (Aralin 5-10)
Unit II: Groups (Lessons 5-10) 27

Mga Larong Pampagsasanay
Reinforcement Games 69

Pahalgang Pagsusulit at Talaan ng mga Kasanayan sa Pagbasa
Evaluative Test and Reading Skills Checklist 73

Mga Pampagsusulit na Gawaing-Papel
Test Worksheets 79

Mga Kagamitang Pangguro para sa Yunit I
Teacher Materials for Unit I 85

Mga Kagamitang Pangguro para sa Yunit II
Teacher Materials for Unit II 96

INTRODUCTION

The Asian American Bilingual Center curriculum attempts to foster the total growth of the child. This goal is based on the belief that the child's cognitive development is inseparable from the child's social, affective and psychomotor development.

In order to facilitate the child's total growth, the Center has selected an interdisciplinary approach to curriculum development. Thus, the Center curriculum is integrated rather than segmented into traditional subject areas. Social studies has been selected as the core of the curriculum design. Social studies themes and concepts provide the framework within which all the subject areas--mathematics, reading/language arts, fine arts, and science--are organized.

The four social studies themes are: Child, Family, Community, and Natural Environment. These themes spiral, that is, reappear and expand, through the curriculum from one level to the next. At each level, one or more aspects of a theme are emphasized more than others as the child moves from simple to complex ideas and from the understanding of self to an understanding of society.

Correlated with the four themes are the concepts: Identity, Needs, and Interaction.

Identity

A strong and positive self-concept is a vital part of every child's life. It is integral to the development of the child's intellectual, emotional, social, and physical capabilities. It stems from the child's confident recognition of his/her uniqueness as an individual, as a member of his/her family and community, and as a participant in his/her culture and history. It results in the development of a self-determining child, one who is increasingly able to make decisions, solve problems, and make an impact on others and on the environment in a creative, responsible, and concerned manner.

Needs

A self-managing child clearly perceives and analyzes his/her physical, social, and economic wants and needs. S/he explores and becomes skilled in the use of his/her human and environmental resources in order to fulfill those needs. The child is knowledgeable about how people and other living things must work together to fulfill one another's needs and operates competently in that cooperative effort.

Interaction

In order to function effectively with people and within the environment, the child recognizes the necessity and value of interdependence. The child is aware of and respects the values, feelings, and rights of others. S/he understands the impact made upon him/her by others and by factors in the environment, and in turn is able to make an impact on them. The child is perceptive and analytical in his/her interactions. S/he deals with problems, conflicts, and changes with reason and initiative. Skilled in verbal and non-verbal communication, the child understands cause and effect, and collective decision making. The child's actions and interactions reflect his/her concepts of him/herself as an individual and as a member of the community. They express his/her culture and history. Thus, it can be seen that Identity, Needs, and Interaction are closely interwoven.

The content of the curriculum within the guidelines established above is multicultural with an Asian American emphasis. In establishing what the student is expected to learn in each unit, particular attention has been given to clarifying and analyzing values, feelings, and attitudes.

The Center's curriculum is packaged into three kits per level. Four levels of curriculum materials have been developed for the elementary grades. The Introductory Level program is designed for prekindergarten and kindergarten children. The Level One program is suitable for students in grades one and two, the Level Two program for grades three and four, and the Level Three program for grades five and six. Each kit carries the name of one of the Center's major concepts: Identity Kit, Needs Kit, and Interaction Kit. In general, each kit contains:

1. a teacher's guide and resource book
2. a teacher's math handbook
3. a teacher's language arts handbook
4. a student math workbook
5. a student language art workbook
6. a basal reader
7. a set of flashcards
8. a set of charts
9. a set of storybooks

Each level of the Center's curriculum, therefore, consists of more than thirty products.

AN OVERVIEW

Bilingual education is based on the right of language minority students to equal and quality education, and on the belief that the best way to guarantee that right is to employ the native language of the limited English-speaking child as a basis for learning.

Teaching the child his/her native language is an important aspect of bilingual education. Contact with his/her ethnic culture, which a knowledge of the language facilitates, will instill in the child a sense of cultural pride. The resulting positive self-concept will make the child more eager to learn in school. And while the child is learning English, his/her mastery of subject matter, acquisition of skills, and development of concepts will be furthered rather than inhibited through the use of the native language.

On these bases, the Asian American Bilingual Center has developed the Pilipino Language Arts Program.

But why develop such a program, one may ask, when a wealth of language arts materials is available from the Philippines?

First, one must recognize that the situation of the Filipino American child is quite different from that of his/her counterpart in the Philippines. While a child in the Philippines receives constant reinforcement in the Pilipino language from the environment, the Filipino American generally receives it only at home. Second, the content of materials from the Philippines reflects Filipino society, and much of it may not be relevant or applicable to the Filipino American child's experience. With his/her unique needs and interests, s/he should therefore have materials whose content and approach would enable him/her to develop skills in Pilipino while learning about new ideas encountered in the United States, the multi-ethnic nature of this society, and the new environment.

Recent research in the field of Filipino linguistics has provided a more accurate, concise and scholarly description of Pilipino. Increasingly, textbooks in the Philippines have utilized this knowledge in the teaching of language and reading. The AABC Language Arts Program also reflects these research findings. The *Tagalog Reference Grammar* by Paul Schachter and Fe Otanes has served as an invaluable reference in this respect.

Recent changes in the Pilipino language have been integrated into the program. For instance, changes in spelling directed by the Institute of National Language in the Philippines are observed. Foreign loan words that are now acceptable in modern Pilipino in their original spelling are used. The language used in the readers is based on the Manila dialect, now considered standard Pilipino.

The Pilipino Language Arts Program is an instructional program geared both to the immigrant Filipino child and to the American-born Filipino child who has learned to speak Pilipino at home. The program covers the four basic areas of language development: listening, speaking, reading, and writing, with emphasis placed on reading. It is carefully sequenced and contains a variety of activities. The program employs a comprehensive basal approach in which every attempt is made to intergrate the skills that a child needs for reading, comprehension, and critical and logical thought.

The pacing of the lessons is restrained to make allowances for the lack of Pilipino reinforcement in the child's English-dominant environment. The reading vocabulary, for example, is

not comparable to that for the same grade level in the Philippines.

In this reading program, the children are given an opportunity to study more closely the various elements of the Pilipino language and learn how they can best use this information in reading. For instance, affixation, which plays a major role in word formation, is emphasized in the program as an aid to comprehension and decoding. The children are given examples which are used in meaningful contexts; from these examples, they are encouraged to formulate a generalization. This is in direct contrast to the traditional way of teaching grammar in which the children are given a rule to remember or memorize.

Reading for meaning and reading to encourage critical thought is emphasized throughout the program. New vocabulary is always introduced in context. Because Pilipino is written phonetically, the children should not have any difficulty decoding once they have acquired this skill; beyond this, it is important for them to know what a word means, and when and how it is used. New words, therefore, are presented not merely as a syllable-by-syllable decoding exercise, but always in meaningful situations, either with picture clues or in sentences. It is very important that the children be encouraged to participate actively in the discussion that accompanies the vocabulary presentation.

The readers in the program feature selections whose topics are drawn from the social studies core of the AABC's interdisciplinary curriculum. Each lesson also has an oral language activity related to the selection's topic. Oral language activities are designed to develop communicative competence in Pilipino, and to provide opportunities to use the language creatively.

NOTES TO THE TEACHER

Part One

The Level One Language Arts Program is designed for a half hour of instruction per day. The entire program covers approximately thirty weeks, with each kit spanning ten weeks of instruction.

The selections in the readers act as a springboard for the vocabulary, sentence structures, and grammatical content being focused upon in the accompanying lessons. For example:

If the child encounters the following in a selection:

words like *klase* or *klinika*

intensified adjectives like *magandang-maganda*

verbs like *maglaro* and *magluto*

sentences containing a verb-topic-locative phrase structure like *Pumunta si Kim sa tindahan.*

words like *bukas* and *handa*

Each kit contains the following:

STUDENT READER

The reader is a collection of eight to ten selections. The topics for the selections are linked to the social studies core curriculum of the AABC; thus the language arts and social studies components reinforce and enhance each other.

Initially, the selections are simple descriptions that introduce characters or establish settings. They progress to longer accounts in a variety of literary forms and genres: prose, poetry, fiction and non-fiction, and folklore. Most of the stories are set in America--the Filipino characters in the stories live in the United States. The reader reflects the multicultural nature of American society by including characters representative of various ethnic groups in the United States.

the accompanying lesson will teach, explain, or reinforce these corresponding concepts:

the initial consonant cluster *kl*

intensifying adjectives through repetition with the linker *na/-ng*

forming verbs by prefixing *mag* to root words

sentences may give the following information: what was done, who did it, and where it was done; the Pilipino sentence structure consists of a predicate followed by a topic

syllable stress distinguishes meaning, as in *bukas* (open) and *bukas* (tomorrow); one word may have more than one meaning, as in *handa* (to be ready; a party)

The language used in the readers is simple and conversational. The sentences follow the basic Pilipino sentence pattern *predicate + topic*. The inverted sentence form with *ay*, used in writing and formal speech, is not introduced until the last ten weeks of the program.

STUDENT WORKBOOK

A workbook provides each child with tasks focusing on phonic, structural, comprehension, and study skills as well as on vocabulary development and practice.

Some worksheets are integral to a lesson; others serve as reinforcement. These worksheets require direct teacher supervision and do not have written directions. The teacher gives the directions orally as indicated in the lesson. Study skills worksheets have written directions and are designed for the child's independent use.

TEACHER'S HANDBOOK

The handbook is divided into these sections:

1. Overview
2. Notes to the Teacher
3. Glossary of Linguistic Terms
4. Scope and Sequence Chart
5. Lessons
6. Reinforcement Games
7. Evaluative Test and Student Profile
8. Teacher Resource Materials

The *Overview* describes the philosophy and methodology of the language arts program. The *Notes to the Teacher* are designed to assist the teachers in the use of materials provided in the program. The *Glossary of Linguistic Terms* is provided for those who may be unfamiliar with the linguistic terminology used in this handbook. The *Scope and Sequence Chart* is a summary of the major performance objectives covered in a kit. The *Lessons* comprise the bulk of the Teacher's Handbook. With the exception of Lesson One, each lesson follows the same format and is introduced by a front page that surveys the lesson. The *Reinforcement Games* may be played to practice and review vocabulary. The *Evaluative Test and Student Profile* have been provided for teacher use in assessing student progress and ability. The *Teacher Resource Materials*--teaching pictures, flashcards, and songs--are found in the final section of the handbook. Page references for these materials are given in each lesson.

Each lesson has a front page which provides the following information:

Topic: A summary of the lesson's selection is given. In the Identity kit, the selections in the reader begin with Lesson Three. Lessons One and Two serve as review and prepare the children for the basal approach in reading instruction.

Skills to be developed: All the skills which are introduced or reinforced are listed under the following categories: work study skills (phonic analysis and other related skills), comprehension skills, vocabulary skills (language development and structural analysis), and study skills. In each category, the skills are usually labeled *review* or *introduce*.

Vocabulary: Words to be reviewed and introduced are listed.

Materials: Under the heading AABC, a list of the resources developed by AABC is given. The appropriate page references in either the Teacher's Handbook or the Student Workbook are indicated. Under the heading *Other* are visual aids, pictures, and other materials that a teacher is expected to provide.

Each lesson is divided into: *Preparation for Reading, Reading, Building Skills, Additional Activities,* and *Enrichment.* In a few lessons, a selection called *For Teacher Information* is also included. Part Two of these NOTES TO THE TEACHER is a more detailed discussion of the lessons.

Part Two

Below are suggestions and recommendations on instructional techniques for each of the four sections of a lesson discussed in Part One.

PREPARATION FOR READING

1. Presenting New Vocabulary

Several approaches may be used to introduce new vocabulary before the children read a selection. Each approach includes a discussion in which the children actively participate. The words should be introduced in meaningful contexts, since some of these words may not yet be in the children's oral vocabulary. The assumption must not be made that because the children can decode a word by syllable, they know what it means.

Modified language experience approach: A large part of the new vocabulary in the selections is introduced through this approach, in which the teacher initiates a discussion whose topic elicits the new vocabulary words from the children. This may be done by asking leading questions. For example:

Vocabulary Words: *pinsan, kapatid, nanay, tatay*

Ask the children: *Ilan ang kapatid mo? Ano ang ginagawa ng tatay at nanay ninyo sa bahay? May pinsan ka ba?* As the children offer information on the topic, write some of the sentences containing the vocabulary to be taught on the board in the form of a reading chart. Since you want only the children's reading vocabulary to appear on the chart, rephrase the children's responses if necessary. (Note: Use the children's own names in the sentences, and construct conversational sentences of the basic *predicate + topic* pattern.) Sample chart:

PINSAN ni Tom si Mary.
Isa ang KAPATID ko.
Nasa bahay ang NANAY ni Alex.
Si Mr. Cruz ang TATAY ni Peter.

If the children are not familiar with the vocabulary words introduced, a more direct approach may be used. You may explain the meaning of the word by giving its definition, or examples or synonyms of the word. After preparing the sentence chart on the board, read the sentences to the children or help them read the sentences themselves. Print the new vocabulary words on index cards and show them to the children, then ask them to locate the words in the sentences by framing or underlining them.

Reading by syllables: Several vocabulary words to be introduced contain four or five syllables. Such words can be decoded more easily through the following procedure:

Vocabulary word: *kaibigan*

Print each syllable of the word on an index card. Crop the cards so that when placed close together, they will form one word. Start a discussion on the topic of friends.

Then say: *Basahin natin ang salitang KAIBIGAN.* Display the first index card with *ka* on it and have the children read the syllable. Repeat with the other syllables, putting the cards next to each other so that the resulting arrangement looks like this: *ka i bi gan.* Put the cards cards close together and say: *Pag pinagtabi-tabi natin ang mga ito, ang salitang babasahin natin ay KAIBIGAN.* Have the children read the whole word. Write a sentence using the word on the board to establish context.

Using words in sentences: Advanced readers may be able to decode the vocabulary words without oral or visual reinforcement as suggested in the approaches above. If such is the case, print the words to be introduced on the board and have the children read them. Meaning should be established or reinforced by having the children use each word in a sentence, give synonyms, or explain or define the word. Depending on their abilities, ask some children to write their sentences on the board and ask others to locate and underline the vocabulary word. Names of people and places, as well as words borrowed from English that appear in the selection in their original spelling (for example, Chinatown, Filipino Center), should be introduced in this manner.

2. Review and Reinforcement of Vocabulary

Worksheets: Vocabulary reinforcement worksheets for each lesson are titled "Using the New Words," with the lesson number indicated. They require the children to read some words in sentences, trace other words, or answer questions. The object of the worksheets is to give the children additional practice in using the words and seeing them in meaningful contexts.

Games: A game to review and reinforce new and old vocabulary may be played. These games are found in the Reinforcement Games section.

3. Presenting or Reviewing Sounds or Structural Units

Consonant clusters and diphthongs: These are introduced in the Level One Program, usually in the Building Skills section following the reading. However, they are sometimes introduced before the reading activity to prepare the children for vocabulary words that begin or end with these sounds. Specific directions are given in the activities.

Structual units: These refer to affixes. Affixation plays a basic role in Pilipino word formation. Affixes in Pilipino carry meaning, and when added to root words, they signify a change in lexical denotation. They are generally introduced in the Building Skills section, but a few are presented before the reading activity.

Reading

1. Setting the Purpose for Reading

To stimulate the children's interest in the selection to be read, ask some questions or discuss a related topic, then direct the children to look for the selection title and page number on the Contents page. After they locate the selection, tell them to examine the illustrations and guess what the selection is about. Then say: *Babahin natin ang kuwento para malaman natin.*

2. Silent Reading

Because it is a vital skill to be developed, silent reading is emphasized in the program. Before giving each silent reading task, motivate the children by telling them to discover the events or other details in the selection; for example, ***Basahin ang pahinang ito para malaman natin kung saan pumunta ang bata.*** Follow each silent reading task with a list of questions to evaluate comprehension; if the children cannot answer satisfactorily, encourage them to reread the page silently. Some questions demand recall of details and location of information; others require inferring data, drawing conclusions, and applying information, thus fostering critical thinking in the children. Oral reading should be integrated by asking the children to locate and read sentences that answer certain questions.

3. Reading Follow-up

The follow-up activities suggested after each reading consist of tasks that further evaluate comprehension, ability to follow directions, and ability to think critically.

Building Skills

This section of the lesson consists of teacher-directed activities that develop reading skills: phonic analysis, structural analysis, language development, and comprehension and study skills. Writing and spelling exercises are also provided. Each activity builds upon and reinforces the others; thus it is important that the teacher attempt to carry out each one.

Additional Activities

This section contains activities that reinforce and develop skills in other areas, such as classifying words, punctuating, capitalizing letters, etc. Study skills worksheets are provided in some lessons. Assign these activities as additional work for fast readers and for children who need extra reinforcement.

Enrichment

To unify and extend the concepts learned in the lesson, related activities involving art, poetry, and music are suggested. In addition, each lesson contains an oral language activity designed to develop the child's communicative competence in Pilipino. Oral language activities consist of dramatizing stories; reciting poems; sharing personal experiences; and role playing simulated situations such as introducing a friend or asking for directions. Listening activities are also suggested. Select any number of activities that are best suited to your children's level and interests.

For Teacher Information

This addendum is given in some of the lessons and contains additional facts about the content or topic of a selection. Such information may be useful to both teacher and student.

SCOPE AND SEQUENCE CHART

	TOPIC OF STORY	WORD STUDY SKILLS		COMPREHENSION SKILLS	VOCABULARY SKILLS		STUDY SKILLS
		Phonic analysis	*Other*		*Structural Analysis*	*Language Development*	
SELF-AWARENESS	1 **Discussion** (no story) People use different types of information to identify themselves (p.1)	Review: sounds Introductory Level vocabulary	letter names vowels & consonants			identifying oneself	abakada
	2 **Si Nina at si Tito** (chart story) People are different from one another in appearances. (p.6)	Review: *m, d, n, k*	vowels & consonants capital letters	recalling details making inferences	Review: *ma* (adj.) e.g., *maganda*	comparison of inequality	abakada period/comma title of story
	SA PAARALAN 3 ***Sa Paaralan*** (Story is used to introduce setting and characters of the reader.) (p.12)	Review: *a, bi, i, p* linker *-ng*	capital letters syllables	recalling details locating information inferring details extending ideas relating story to experiences	Introduce: *mag* (verbs) e.g., *magiaro*	synonyms concepts of verbs, root words using *ni & nina*	title page Contents page
	4 ***Isang Kalbigan*** People have a family history. (p.18)	Review: *k, a, ti, h* Introduce: diphthong *ay*	capital letters syllables	recalling details locating words making inferences relating with expression	Review: *mag* (verbs) Introduce: *ka* (nouns e.g., *Kalaro*	describing where people are from using *si & sina*	Contents page locating a place on map
GROUPS	5 ***Ang Pamilya ni Nina*** People are members of families (p.24)	Review: *y, d, g, h, r, ng* diphthong *ay*	capital letters syllables	Recalling details making inferences locating words reading with expression	Review: *taga* (adj.) Introduce: *mag* (nouns) e.g. *magpinsan*	number words (1-5) synonyms using *siya & sila*	
	6 ***Ang Kaarawan ni Rosa*** People are members of families (p.30)	Introduce: cluster *pl*		recalling details making inferences drawing conclusions locating words interpreting character's feeling	Review: *mag* (verbs & nouns)	number words pluralizing with *mag* words with more than one meaning	quotation marks
	7 ***Taga-saan sina Kim?*** People within families share interests (p.37)	Review: cluster *pl* Introduce: cluster *kl*	syllables	describing & interpreting picture clues locating/summarizing information making inferences recalling main ideas	Review: *taga* (adj.) e.g., *taga-Pilipinas*	number words words with more than one meaning	question mark
	8 ***Ano ang Nakita Nila?*** Communities are formed by people sharing common characteristics. (p.43)	Review: cluster *pl & kl* Introduce: diphthong *aw* affricate */ts/*	syllables writing by syllable	recalling details locating sentences deriving information from picture clues drawing conclusions making inferences	Review: *mag* (verbs & nouns)	finding information from picture clues words with more than one meaning building sentences	function of story titles
	9 ***Tayo na sa Chinatown*** Communities are formed by people sharing common characteristics. (p.49)	Review: *aw & /ts/* Introduce: clusters *bl & gl*	syllables writing by syllable	recognizing sequence of events summarizing information locating information recalling details making inferences interpreting character's feelings	Introduce: *an/han* (nouns) e.g., *tindahan*	reading words & sentences with exclamation point	exclamation point alphabetizing
	10 ***Sa Liwasan*** People are members of various groups in the community. (p.56)	Review: clusters *bl & gl*	writing by syllable	interpreting sentences locating information making inferences	Review: *an/han* (nouns)	reading sentences with different punctuation marks sentences with same meaning	alphabetizing punctuation marks finding titles

A GLOSSARY OF LINGUISTIC TERMS

The following glossary has been prepared for the teacher who may not be familiar with technical terms in linguistics. It is largely drawn from the *TAGALOG REFERENCE GRAMMAR* by Paul Schachter and Fe Otanes (Berkeley: University of California Press, 1972).

Tagalog, which belongs to the Malayo-Polynesian or Austronesian family of languages, was chosen as the basis of the Philippine national language in 1940. The term *Pilipino* was officially adopted to refer to the national language in 1959. Like any other language, Tagalog has many dialectal variations, which are not only regional in nature but are related to the social status and educational background of the speakers. The dialect of Manila is "now generally regarded as standard, in both pronunciation and grammar, by virtue of its prestige as the dialect of the capital and of its overwhelming numerical superiority" (Schachter and Otanes). Widely used by the media, Manila Tagalog has become the acceptable standard for Pilipino.

AFFIX *(Panlapi)* - A syllable or a group of syllables added to a word or a root word to modify its meaning or create a new word. In Pilipino, three kinds of affixes occur:

PREFIX *(Unlapi)* - An affix placed at the beginning of a root word.

Affix + Root Word = New Word

ma- *laki* *MAlaki*

INFIX *(Gitlapi)* - An affix placed within the body of a word.

Affix + Root Word = New Word

-um- *sulat* *suMUlat*

SUFFIX *(Hulapi)* - An affix placed at the end of a word.

Root word + Affix = New Word

tinda *-han* *tindaHAN*

The following examples show how affixes modify or alter the meaning of a root word.

Root word: *sama* *KAsama (companion, noun) sUMama (to go with, verb) samaHAN (club or association, noun)*

Root word: *tayo* *tUMayo (to stand up, verb) MAGtayo (to build, verb)*

AFFRICATE - A consonant sound produced when slowly released stop sounds (Example: */t/*) are followed by fricatives (Example: */s/ - sh/*) at the same point of articulation. In English, two affricate sounds occur: */ts/* as in cat*CH*; */dz/* as in *juDGe*.

In the speech of a majority of Manila Tagalog speakers, the affricate sound /ts/ occurs in words borrowed from Spanish, English, and Chinese. In writing, this sound is represented by the digraph ts.

TSa - tea (from Chinese)
TSinelas - slippers (from Spanish)
TSok - chalk (from English)

CONSONANT CLUSTER *(Kambal-katinig, Klaster)* - A sequence of two or more consonants occuring within a syllable, either ini-

tially or finally. In the Identity units, the following consonant clusters in Pilipino are introduced

pl	*PLato*	*kl*	*KLase*
gl	*GLobo*	*bl*	*BLusa*

Initial consonant clusters in Pilipino whose second element is l or r are found only in words borrowed from other languages.

DIPHTHONG *(Diptonggo)* - A vowel followed by a glide consonant in the same syllable. Pilipino has two glides (or semi-vowels/ *malapatinig*): /y/, /w/. Two diphthongs in final position are introduced in the Identity units:

ay bahAY
aw arAW

LINKER *(Pang-angkop)* - A special element used to connect elements of a word or construction. It has no meaning except to show a relation between the connected elements. The two linkers in Pilipino are: *na* and *-ng*. *Na* is used when the last sound/letter of the first element is a consonant except *n* (in writing, it is written as a spearate word). *-Ng* is used when the last sound/letter of the first element is a vowel or *n* (in writing, it is attached to the first element; if the word ends in *n*, that *n* is dropped). The linker *-ng* is reviewed in the Identity units.

The elements connected by a linker shown in the examples below are nouns and adjectives:

lalakiNG matangkad	*matangkad NA lalaki*
pulaNG bahay	*bahay NA pula*
mayamaNG tatay	*tatay NA mayaman*

MARKER *(Pananda)* - A word that indicates the grammatical function of another word or phrase.

Nouns, both common and personal, are usually introduced by markers. Note the following examples (markers are in capitals):

Common Noun	Personal Noun
ANG pusa	*SI Robert*
	SINA Robert at Luis
NG lalaki	*NI Maria*
	NINA Maria at Ana
SA bahay	*KAY Mrs. Santos*
	KINA Mr. at Mrs. Santos

Ang (and its personal counterparts *si/sina*) is a topic marker *(pananda sa simuno)* that marks the element of the sentence that is in focus. *Ng* and *sa* (and their personal counterparts *ni/nina* and *kay/kina* respectively) are non-focus markers *(pananda sa di-simuno)*.

Mga is a plural marker that gives a plural meaning to words or constructions.

MGA tao

MGA magagandang bulaklak

ROOT WORD *(Salitang-ugat)* - A base to which affixes are added (see AFFIX)

Root	Root Affix
basa	*BumASA*
aral	*ARAlan*
luto	*tagaLUTO*

UNIT 1
Self-awareness

YUNIT 1
Sariling Kamalayan

Topic of story

People use names and other types of information to identify themselves and others.

Skills to be developed

Word Study Skills

Phonic Analysis: Review sounds of Pilipino; auditory discrimination of initial sounds

Vocabulary Skills

Language Development: Identifying oneself

Study Skills

Sequence of letters in the Pilipino abakada

Vocabulary

(Oral Only): *pangalan, palayaw, apelyido, kasarian, lahiing pangkat, grado/ baitang, abakada, patinig, katinig, titik*

Materials

AABC: 1. Sound/letter flashcards (pp. 86-91)

2. Songs, "Abakada" and "A E I O U" (pp. 92-94)

3. Student Worksheets (in Student Workbook):

"I Am" (p. 1)

"Sounds and Pictures 1" (p. 2)

"Sounds and Pictures 2" (p. 3)

"Words and Pictures" (p. 4)

Other: tagboard, glue, glitter

DISCUSSION AND REVIEW

Identifying Oneself

Introduce yourself to the children and have them introduce themselves to you using these structures:

Ako si _____.
or Si _____*ako.*

Pass out name tags to the children on which you have written: *Ako si (name of child)* . Tell the children that everyone has a name *(pangalan)* and that names are used to identify people. Ask them about the names of their parents, brothers and sisters, friends, relatives, people in school, etc. Ask each child to read the sentence on his/her name tag.

Inform the children that there are other types of information people use to identify themselves and others. As you talk about the following, give examples and have the children identify themselves and others based on:

nicknames	*palayaw*
surnames	*apelyido*
sex	*kasarian*
ethnic group	*panlahing pangkat*
grade	*grado/baitang*
school	*paaralan/eskuwelahan*
occupation	*trabaho/gawain*

Discuss how each person is unique because of his /her physical characteristics. Have the children describe themselves to the group. To stimulate their thinking, use these questions: *Paano ka hahanapin ng nanay mo kapag nawala ka? Ano ang sasbihin niya sa pulis?*

Making Name Tags

Pass out a blank piece of tagboard to each child. Each piece must be large enough to accommodate the child's name. Ask the children to write their names in pencil on the tagboard. With glue, the children should trace over the letters that they have written. They are to sprinkle glitter on the glue until every letter is covered. Shake excess off onto a piece of paper. Allow glue to dry.

When the name tags are ready, have the children line up in front of you and ask them to hold up their name cards. Ask each child to step forward, say his/her name *(Ang pangalan ko ay* _____*)*, state his/her age, grade, and school. Pin the name tags on the bulletin board. When you point to a name tag with a pointer, the child with the corresponding name should stand up.

STUDENT WORKBOOK, page 1. "I Am": Have the children open their workbooks to the first worksheet. On the blank provided, ask them to write their names. They should also trace the words *ako si*. Ask them to draw a picture of themselves in the space provided.

Reviewing Sounds

Put sound flashcards on the chalk ledge or in a chart. Go over the sounds to check if the children know what they are. Ask them to name some key words that start with these sounds (the Introductory Level reader BUMASA TAYO may be used as reference).

Write this sentence on the board: *lima ang tao sa damo.* Read the sentence with the children. Ask the following questions:

Ilan ang tao?
Nasaan sila?
Ano kaya ang ginagawa nila doon?
Anong salita ang may simulang tunog kagaya ng DAHON? ASO? LEON? SUSI?

Provide other sentences using the words on the Introductory Level vocabulary list at the end of this lesson. Ask questions after each sentence is read. Review the sight words taught in the Introductory Level units: *ang, ng, mga.*

Introducing the Abakada

Show all the sound/letter flashcards on a chart but do not arrange them in alphabetical order. Say: *Eto ang lahat ng mga tunog na alam na ninyo. May mga pangalan din ang mga ito, kagaya natin. Ang tawag sa mga ito ay titik o letra. Pag-aralan natin ang pangalan ng bawat titik.*

Pull each flashcard out and put it on the chalk ledge as you identify its name *(Ang pangalan ng titik na ito ay _____)*. Ask the childen to repeat the name after you. Pick out the cards and arrange them on the chalk ledge in alphabetical order.

Say: *Ito ang tamang pagkakaayos ng mga titik. Sabihin natin ang mga pangalan nila.* Recite the names of the letters with the children.

Say: *Ang tawag dito ay abakada. Ito ang abakadang Pilipino. Ilan ang mga titik sa ating abakada?* Have the children count the letters. You may draw a comparison with the English alphabet by having the children pick out the sounds that are not found in the Pilipino alphabet and vice versa.

Say: *May dalawang klaseng titik sa ating abakada.* Pull out the five vowels and put them together in a row. Identify them as vowels *(patinig).* Ask how many vowels there are. Point to the other letters and identify them as consonants *(katinig).* Have each consonant identified as you point to it.

ADDITIONAL ACTIVITIES

Songs

Teach the following songs to the children to reinforce the sequence of the letters and the vowels: "Abakada" and " A E I O U."

REINFORCING INITIAL SOUND AND WORD IDENTIFICATION

STUDENT WORKBOOK, pages 2-3, "Sounds and Pictures": Have the children say the name of each picture and write the initial sound under it.

KEY: 1. *Elepante, Mata, Walis, Hipon, Kama, Gatas, Tambol*

2. *NGipin, Baka, Ahas, Ibon, Daga, Nars, Susi, Ulo*

STUDENT WORKBOOK, page 4. "Words and Pictures": Have the children draw a line from the word to the picture. Then, ask them to trace over the letters to practice writing.

Game

Play a game called *Mamang Kartero.* Select a child to be "postman." Pass out the letter cards to the other children in the group. Each child should have two or three. The postman goes around to "collect" the cards. Each child should correctly identify one of the letters that s/he has and drop it in the postman's bag. The number of rounds depends on the number of cards each child has. The first child to identify all his/her cards correctly wins and may be the next postman.

ENRICHMENT

Information to Discuss

In some Asian countries like China and Japan, the last name comes before the first name. Examples: *CHAN SIU-LING* (Chinese), *KYO MACHIKO* (Japanese)--both girl's names. Call the roll in this fashion.

Among American Indians, names are usually taken from nature. Some translations of American Indian names are: *RUNNING BEAR, LITTLE FEATHER.* Parents name their children after animals or natural objects that signify strength, courage, beauty, etc.

In the Philippines, parents often give their children more than one name (example: *MARIA CARMEN DOLORES).* The child, however, usually takes his/her mother's maiden name as his/her middle name, indicated by a middle initial. In the United States, a middle initial stands for the child's second name. Example: *ANTHONY R. SALGADO* was born in the Philippines. *R.* stands for Reyes, his mother's maiden name. His cousin *JOSE T. SALGADO* was born in the United States. His middle initial *T.* stands for *THOMAS,* his second name.

Listening/Oral Language

Blindfold a child and have him/her stand in front of the group. Point to a second child and have him/her call out *Sino ako?* If the first child can correctly identify the voice, s/he should say *Si* _____ *ka* or *Ikaw si* _____. If s/he cannot identify the second child in three guesses, another child is chosen as listener.

Art

Have each child make an alphabet dictionary, out of newsprint or construction paper. Have a separate piece for each letter of the abakada. The children can print or cut out the letters. They may draw the pictures or cut them from magazines. Consult the word list for ideas. Sew or staple the pages together. Later on, the children may write the name of each object under its picture.

Vocabulary List
(Introductory Level Language Arts Program)

A
aso
ako
at
ahas
ang
ano

B
baka
Ben
bola
ba
baro
botas

K
kama
Kim
ka
ko
kamay
kasama
kay

D
damo
dito
doon

E
eto

G
gusto
gatas

H
hari
hanap

I
ito
isa

L
Luis
lolo
lola
loro
lima

M
mesa
mata
mo
mga
maliit
malaki
mas
may

N
ni
ng
Nina
nila
nasaan

NG
ngipin

O
oso
oo

P
pusa
pato
pula

R
Rosa
relo
rin

S
sana
saan
sabi
susi
sakay
sama
sa
si
sina

T
Tito
tao
takot
tambol

U
ulo

W
walis

Y
yelo
yoyo

Topic of story

A simple three-sentence chart story with a title is recommended to teach comparisons of inequality using *mas...kaysa kay* and to discuss differences in height between siblings. The children are also introduced to silent reading.

Skills to be developed

Word Study Skills

Phonic Analysis: Auditory-visual association *(m, n, d, k)*

Other: Review vowels and consonants

Introduce capital letter forms; use of capital letters

Comprehension Skills

Recalling details, making inferences

Vocabulary Skills

Language Development: Comparison of inequality

Structural Analysis: ma prefix to form adjectives

Study Skills

Abakada; punctuation marks (period, comma); title of story

Vocabulary

Review *malaki, maliit, Nina, Tito, mas*

Introduce *kapatid, kaysa*

Materials

AABC: 1. Sound/letter flashcards (pp. 86-91)

2. Songs, "Abakada" and "A E I O U" (pp. 92-94)

3. Student Worksheets (in Student Workbook):

"Matching Letters" (p. 5)

"Trace the Names" (p. 6)

"Pictures and Sentences" (p. 7)

"Abakada I" (p. 8)

"Vowels and Consonants" (p. 9)

"Letter Art" (p. 10)

Other: index cards with vocabulary words

reading chart

DISCUSSION AND REVIEW

Reviewing Abakada

Show the letters of the abakada in sequence and review the names of the letters. Ask the children to call out the letter names in alphabetical order. Ask what the fifth letter is, the tenth letter, etc.

Review the words *patinig* and *katinig*. Have them identify the vowels and consonants in the abakada. Sing the alphabet and vowel songs.

Introducing Capital Letters

NOTE. THE CHILDREN MAY ALREADY KNOW THE CAPITAL FORMS FROM THEIR ENGLISH READING. IF SO, LESS TIME CAN BE SPENT ON THIS ACTIVITY. YOU MAY HAVE THE CHILDREN DO THE WORKSHEET IF THEY ARE FAMILIAR WITH THE CAPITAL LETTERS.

Point out to the children that there are "small" letters and "big" letters *(malilit na titik at malalaking titik)*. Write a small letter a on the board. Beside it, write a capital A. Point the capital letter out to the children. Write all the capital letters in this fashion beside their lowercase counterparts.

Ask: Kailan natin ginagamit ang mga malalaking titik? Take up each of the following as you show examples on the board:

NAMES OF PEOPLE (the first letter is always capitalized)

NAMES OF PLACES (the first letter is always capitalized)

THE FIRST WORD IN A SENTENCE (the first letter is always capitalized)

TITLES OF STORIES (the first letters of the first word and of important words are capitalized)

Write the following on the board: *Nina, Rosa, Kim, Ben, Luis, Tito.* Have the children read the names and have some of them underline the capital letters. Write other names on the board and have the children do the same task.

Write *may* on the board and have it read. Now write *May* beside it. Point out that capital letters stand for the same sounds as their lowercase counterparts. Give other examples.

STUDENT WORKBOOK, page 5. "Matching Letters": Ask the children to match the small letters with the capital letters.

STUDENT WORKBOOK, page 6. "Trace the Names": Ask the children to trace the names.

Reviewing Punctuation Marks

Write these sentences on the board: *Gusto ni Rosa at ni Kim ng bola. Gusto rin ni Ben ng bola.*

Ask the children to draw a line under the capitals. Ask them why the *g* is capitalized (beginning of a sentence); why *r*, *k* and *b* are capitalized (names of people); and why the next *g* is capitalized (beginning of another sen-

tence). Ask how they know it's another sentence (the period marks the end of the first sentence). Review periods (tuldok) and what they're used for.

Write this on the board: *Gusto ni Rosa ng tambol, bola, yo-yo at relo.* Have the sentence read. Call the children's attention to the commas *(kuwit)* and review the use of commas. For an explanation of the use of periods and commas, refer to the end of this lesson.

PREPARATION FOR READING

Introducing Vocabulary

Ask these questions to elicit the vocabulary words in the children's responses. Use the children's names in the questions.

Sino ang mas malaki, si Maria o si Andy?
May kapatid ka ba?
Sino ang mas malaki, ikaw o ang kapatid mo?

Based on the responses, compose a story chart on the board or on chart paper. It may look something like this:

Mas malaki si Andy kaysa kay Maria.
Mas maliit si Pedro kaysa kay Anne.
May kapatid si Jerry.
Mas maliit si Jerry kaysa sa kapatid niya.

Read the chart to the children, calling attention to the new vocabulary words: kaysa, *kapatid*. Write *kaysa* on the board and inform the children that this is composed of two words. Have them find the two words. After they read the new vocabulary, ask them to use the words in sentences that establish their meaning.

Have the initial sound in the words kaysa and kapatid identified, and ask different children to mention other words that start with the same sound: *kabayo, kalabaw, kayo, kami, kamay,* etc.

READING

Silent Reading

Prepare the reading chart below for the children and display it on the board.

Si Nina at si Tito.

Kapatid ni Nina si Tito.
Mas malaki si Nina kaysa kay Tito.
Mas maliit si Tito kaysa kay Nina.

Show the index cards with the vocabulary words *kaysa* and *kapatid*. Have the children locate the words in the reading chart and have them frame *(ikuwadro)* the words. Demonstrate the technique by enclosing the word within the forefingers of both hands. Call attention to the title *(pamagat)*. Review the function of the title and ask what this story is going to be about.

Tell the children that they are to read the story silently *(Basahin nang tahimik ang kuwento)*. Discuss the meaning of *tahimik*. Establish rules for silent reading. Say: *Basahin nang tahimik ang kuwento para malaman ang ilang bagay tungkol kina Nina at Tito.*

Ask these comprehension questions after the silent reading task:

Sino ang kapatid ni Nina?
Sino ang mas malaki/mas maliit?
Sino sa palagay ninyo ang mas bata? Bakit?
Sa Pilipinas, anong salitang panggalang ang gagamitin ni Tito kung kinakausap niya si Nina? (ATE)

Reading Follow-up

Tell the children to listen carefully as you read each sentence on the chart. Read the first sentence word for word the first time. Then read it with natural phrasing. Ask if there was a difference between the two. Model the sentence again using natural phrasing, and have the children read it in the same manner. Call on individual children to do the same with other sentences.

STUDENT WORKBOOK, page 7. "Pictures and Sentences": Tell the children that the sentences tell about some of the pictures. Ask them to find the picture that goes best with each sentence and to draw a line from the sentence to the picture.

BUILDING SKILLS

Auditory-Visual Association

Write these words on the board and have the children read them: *mesa, ni, tao, kama, mata, Nina, Tito, kamay.* Say: *May sasabihin akong salita. Hanapin ang mga salita sa pisara na may simulang tunog na kagaya ng salitang sinabi ko.*

Say the word *malaki.* Continue with *nanay, tutubi,* and *kabayo.*

Phrases and Sentences

Write these phrases and sentences on the board:

May kapatid si Nina.
si Nina at si Tito
Mas maliit si Tito.
ang aso ni Nina

Ask the children to read each line silently and to tell if it is a sentence *(pangungusap)* or not. Call attention to the capital letter at the beginning of the sentences and the period at the end. Depending on the children's abilities, you may also establish the fact that sentences express a complete idea or thought, whereas phrases don't. Do NOT, however, use the definition "a sentence has a subject and predicate (or verb)" because certain Pilipino sentence structures do not necessarily have one of those elements and yet they express a complete idea.

Introducing *ma* prefix

Write the words *maliit* and *malaki* on the board. Tell the children that there is a "small" word hiding inside each of these words. Draw a line under *liit* and *laki.* Cover *ma* and have the children read the root word. Uncover *ma* and ask them what sounds were added to form a new word. Explain to the children that new words can be formed with the addition of certain sounds, altering or enriching the meaning of the root word. In this case, the addition of *ma* to *laki* and *liit* (forming the words *malaki* and *maliit)*

express the meaning "full of" the quality denoted by the root word. Teach the term *salitang-ugat* for "root word."

Write *taas* on the board and identify it for the children. Use it orally in a sentence *(Ang taas ng puno!)*. Write *ma* in front of it and ask the chidren to read the new word *(mataas)*. Have them use it in a sentence. Do the same for baba *(mababa)*.

Ask the children to compose sentences using *malaki*, *maliit*, *mataas*, and *mababa*.

ADDITIONAL ACTIVITIES

On a set of index cards, print the capital letters. On another set, print the lower-case letters. Pass out the cards with lower case letters to the children. Hold a capital letter up. The child who has the corresponding lowercase letter should stand up, hold his/her card up, and call out the letter name. The next time around, pass out the cards with capital letters and hold up the lowercase letters.

Visual Memory

Write a sentence on the board and have the children read it silently. Then erase the sentence and ask them to tell you what the sentence was.

Study Skills Practice

STUDENT WORKBOOK , page 8. *"Abakada I":* In the first section, the children should call out the names of each letter. In the middle section, ask them to write the next letter in the series. In the bottom section, have them write the first letter of the series.

STUDENT WORKBOOK,page 9. "Vowels-Consonants": The children should write *p* under the picture if the word starts with a vowel sound, and *k* if it starts with a consonant sound.

Key: *elepante, hari, unano (duwende), relo, ibon, pusa, oktopus, yelo*

ENRICHMENT

Art

STUDENT WORKBOOK, page 10. "Letter Art": Call the children's attention to using the capital letter forms to draw pictures of objects. Identify the pictures: B--mountains, E--table, P--butterfly net, S--snake, etc. Ask the children to think of a letter that they want to use to make a picture. Have them draw it in the space provided below. If they cannot think of a picture, they may copy one of the illustrations.

Listening

Choose a leader to call out the words *higante, tao,* and *duwende*. When the word *higante* is called out, the children should stand tall; when *tao,* is called out, they should stand naturally; when *duwende* is called out, they should stand low. Call on other children to be leaders.

Oral Language

Have the children tell you about the biggest and the smallest objects/creatures/ buildings, etc.,

that they have seen. Encourage them to use adjectives to describe these objects or creatures. You may also show pictues of small and big animals and have the children describe them. Allow the children to ask questions of one another and to respond to these questions freely.

FOR TEACHER INFORMATION

The following punctuation marks and their uses were introduced in the Introductory Level Language Arts Program.

PERIOD (tuldok)

used at the end of a sentence; tells us to stop before reading the first word of the next sentence

COMMA (kuwit)

separates words in a series; e.g., table, chair, pencil, paper tells us to pause a little bit when we are reading

QUOTATION MARKS (panipi)

used to mark the spoken words of a character in a story; tells us that exactly the enclosed words were said by someone

QUESTION MARK (tandang pananong)

used at the end of a question; tells us that a question is being asked, or somebody is asking a question

Topic of story

The first selection in the reader is about the school that Nina, Rosa, Kim, Luis, and Ben attend. It also tells of the activities they enjoy in their school.

Skills to be developed

Word Study Skills

Phonic Analysis: Auditory-visual association *(s, b, l, p)*; the linker *-ng*

Other: Capital letters; concept of syllable

Comprehension Skills

Recalling details; locating information; inferring details; extending ideas; relating story to experiences

Vocabulary Skills

Language Development: Synonyms; concept of verbs (action words); concept of root words; using *ni* and *nina*

Structural Analysis: Introduce *mag* prefix to form verbs

Study Skills

Title page of a book; Contents page

Vocabulary

Review *Nina, Rosa, Kim, Luis, Ben, dito, nila*

Inroduce *paaralan, mag-aral, maglaro, magbasa, magsulat*

Materials

AABC: 1. Sound/letter flashcards (pp. 86-91)

2. Student Worksheets (in Student Workbook)

"Using the New Words L3" (p. 11)

"Find the Picture" (p. 12)

"Complete the Alphabet" (p. 13)

"Abakada II" (p. 14)

"Capitals 1" (p. 15)

"Capitals 2" (p. 16)

"Capitals 3" (p. 17)

Other: four index cards

capital letters printed on index cards

drawing paper

PREPARATION FOR READING

NOTE: IF THE CHILDREN CAN DECODE AND COMPREHEND WORDS AND DO NOT NEED VISUAL OR ORAL REINFORCEMENT AS SUGGESTED IN THE ACTIVITIES BELOW, YOU MAY USE THE METHOD DESCRIBED IN NOTES TO THE TEACHER, TO INTRODUCE VOCABULARY.

Introducing Vocabulary 1

Conduct a discussion on what children like to do in school. As the verbs come up in the discussion, compose sentences like the following for the reading chart. Use the children's names in the sentences.

Gusto ni Anang mag-aral.
Gusto ni Peter na magsulat.
Gusto ni Rosang magbasa.
Gusto ni Alex na maglaro.

Read the sentences with the children. Underline the verb as you read each sentence. Have the children read these new vocabulary words. Ask them to point out the part that the words have in common *(mag)*.

Have individual children come to the board to frame the verbs. Inform them that these are action words *(mga salitang nagsasabi ng paggalaw o pagkilos--mga salitang pangkilos)*, and that some action words start with *mag*. Ask them to think of other action words that start with *mag: maglaba, maglinis, magsimula, mag-almusal, maghapunan, magpasyal, magbihis, magpunta*, etc. Use them in sentences if necessary, or pantomime some of the simple ones.

Introducing Vocabulary 2

Have ready for this activity four index cards that have the syllables of *paaralan* written on them. They sould be cropped so that when put together, they form the word *paaralan*.

Read the four verbs on the reading chart again. Ask the chidren where we do these things. If they say *eskuwelahan*, accept the response and tell them that there's another word for school--*paaralan*. Show the first card with *pa* on it. Have the syllable read. Show the second one and put it beside the first but leave some room between the cards. Do the same for the other two syllables. The resulting arrangement should look like this: *pa a ra lan*. Put the cards close together and say: *Pag pinagtabi-tabi natin ang mga ito, ang salitang sasabihin natin ay PAARALAN.*

Use the verbs in sentences and add the phrase *sa paaralan* at the end. Example: *Gusto nating mag-aral sa paaralan.*

Reviewing linker *ng*

Show the ng flashcard to the children and have them identify the sound and the letter name. Remind them that sometimes this letter is added to the end of words. Write this sentence on the board: *May mesang puti dito.* Ask the children where the letter *ng* was added (at the end of *mesa*).

Write the words below on the board; as they are read, call attention to the linker *-ng*. If the children ask why this sound is added to the end of the word, a simple explanation such as the following should suffice: *Kung minsan, may mga salitang kailangang idugtong sa susunod na*

salita, kagaya ng, mesa at puti--nagiging MESANG PUTI, o malaki at bata--nagiging MALAKING BATA; *ginagamit* ang NG na pandugtong sa mga salitang ito. *(Note: For teacher information on linkers, please refer to the Glossary of Linguistic Terms.)*

malaking, as in *malakING paaralan*
nilang, as in *Gusto nilaNG maglaro.*
isang, as in *isaNG bata*

Reviewing Vocabulary

STUDENT WORKBOOK, page 11. "Using the New Words L3": Have the children identify the picture at the top *(paaralan)*. Ask them to read aloud the sentence beside the picture, and to point to the word *paaralan*. Have them underline then trace the word.

Call their attention to the sentences at the bottom. For each sentence, they should look at the picture on the left, then read the sentence twice, first with the word choice on top, then with the other below it. Ask them to underline the word that best completes the sentence. Have them read the sentences orally.

READING

Setting the Purpose

Stimulate the children's enthusiasm by announcing that they are going to be reading stories in a book. Discuss briefly the importance of books and how a book should be handled. Show the proper way of holding it, turning the pages, etc.

Pass out the readers. Direct the children's attention to the title of the book: *Sa Paaralan*. Review the meaning of the title *(pamagat)* and what a title tells us. Have the children guess from the title what the stories will be about.

Turn to the title page *(pamanat-dahon)* and have the title read. Let the children examine the reader. Call their attention to the page numbers at the bottom.

Ask them to turn to the next page. Point out the words at the top *(Mga Kuwento)*. Identify the words for the children. Tell them that below is a list of all the titles or names of selections in the book. The numbers on the right hand column indicate on what page the selection begins. Tell the children that this page is called the Contents page *(ang pahinang nagsasabi sa atin kung ano ang NILALAMAN ng libro)*.

Ask the children to point to the first title and have them read it. Have the page number called out and that page located. Ask: Tungkol sa ano *kaya and kuwento?* After a brief discussion, say: *Basahin natin nang tahimik ang kuwento para malaman natin.*

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Page 1:

Kaninong paaralan ito? Hanapin ang salitang PAARALAN.

Ilang bata kaya ang nag-aaral sa paaralang ito?

Nasaan ang pangungusap na nagsasabi sa atin kung gaano kalaki ang paaralan?

Page 2-3:

Anu-ano ang gusto nilang gawin sa paaralan? Basahin ang mga salitang nagsasabi nito.

Ano kaya ang nilalaro nila?

Nasa anong grado/baitang kaya sila?

Page 4:

Bakit nila gusto ang paaralan?

Marami kayang mga guro sa paaralang ito?

Gusto ba ninyo ang paaralan ninyo?

Gusto ba ninyo ang mga ginagawa natin sa paaralan?

Reading Follow-up

STUDENT WORKBOOK, page 12. "Find the Picture": Ask the children to read each phrase on the left. They should look at the two pictures beside it and decide which one goes with the phrase. Ask them to color the box beside the correct picture.

BUILDING SKILLS

Auditory-Visual Association

Write these words on the board and have the children read them: *sabi, baka, lolo, pusa, lima, susi, pato, bola.* Say: *May sasabihin akong salita. Hanapin ang mga salita sa pisara na may simulang tunog kagaya ng salitang sinabi ko.*

Say the word *sulat*. Continue with *paaralan, laro, basa*. Ask the children to name other words that start with *s, b, p,* and *l*.

Introducing Syllable Concept

Tell the children that you will say some names. Ask them to listen to the number of parts in the name you say. Tell them that you will clap for each part. Say the name *Peter*. Say the name again as you clap for each syllable. Ask: *Ilang beses ako pumalakpak?*

Ask the children to perform the same task with you, clapping for every syllable. Continue with other names. Point out that some names have only one part (Ken), and some have more than one (Tommy, Elizabeth).

Write these words on the board:

mag-aral	*paaralan*	*nila*
Rosa	*mas*	*magsulat*

Have a child read a word. Call on another child to clap out the syllables. *(Note: Do not use the term pantig when referring to the parts of the word; this will be introduced in a later lesson.)* Have a child come up to the board and write the number of parts beside the word.

Introducing *mag* prefix

List these words on the board as shown:

aral	*laro*	*sulat*	*basa*
mag-aral	*maglaro*	*magsulat*	*magbasa*

Identify the first word *(aral)*. Ask: *Ano ang idinagdag sa salitang ito?* Circle the root word *aral* in *mag-aral*. Point out that *aral* is called a root word *(salitang-ugat)* because nothing has been added to it. Review the fact that when mag is added to it, the new word denotes an action. Illustrate by saying aral to the children and by asking if the word tells them to DO anything. Now say: *Mag-aral ka.* Ask what the new word tells them to do.

Call on different children to circle the root in the other examples. Again, point out the change in meaning that occurred when *mag* was added.

Synonyms

Say: *Kung minsan, nakakarinig tayo ng dalawang salitang pareho ang ibig sabihin.* As an example, cite *paaralan.* Ask the children if they can think of another word that means the same thing *(eskuwelahan)*.

Take up the following words, pointing out their definitions and synonyms:

kaklase--kamag-aaral
guro--titser, maestro/maestra
libro--aklat

Do the following exercise. Tell the children that you are going to say a sentence using one of those words. They should repeat the sentence, this time using a synonym. Example:

Teacher: *Ito ang ating paaralan.*
Children: *Ito ang ating eskuwelahan.*

Using *ni* and *nina*

Write these sentences on the board and have some children read them:

Ito ang paaralan ni Rosa.
Ito ang paaralan nina Rosa at Kim.

Gusto ni Kim na maglaro.
Gusto nina Rosa at Kim na maglaro.

Call the children's attention to ni and nina by underlining the words in the sentences. Compare the use of each one. Ask how many people we are talking about when ni is used/when nina is used. Encourage the children to formulate a generalization: ni for one person, and nina for more than one.

Give other examples orally and ask the children to use ni and nina in sentences. Examples:

Ito ang libro ni Jerry.
Ito ang libro nina Jerry at Peter.

Note: *Ni AND Nina ARE CLASSIFIED AS PERSONAL NOUN MAKERS. FOR TEACHER INFORMATION ON MARKERS REFER TO THE GLOSSARY OF LINGUISTIC TERMS.*

ADDITIONAL ACTIVITIES

Abakada/Capital Letters

Review the abakada sequence and capital letters by:

Calling out the letters in alphabetical order.

Asking children: Anong titik ang kasunod ng _____?

Matching capital and lowercase letters. Put all the capital letters on the chalk ledge. Show a lowercase letter and ask a child to pick out the corresponding capital letter.

Study Skills Practice

STUDENT WORKBOOK, page 13. "Complete the Alphabet": The missing letters should be written on the blank spaces (for both capital and lowercase letters). In the bottom section, the first sound of the words should be written in capital letters.

STUDENT WORKBOOK, page 14. "Abakada II": Top section--write the letters of the abakada in correct sequence. Middle section--the middle letter of the series should be written. Bottom section--to decipher the secret message, the children should look at the letter in each box and write in the box below the letter following it in the abakada.

STUDENT WORKBOOK, pages 15-17. "Capitals": On each worksheet, the children are given two choices to write on each blank: one with a lowercase letter, another with a capital letter. Have the children write the correct word form that should go in the blank.

ENRICHMENT

Oral Language

Give the children situations related to school activites that they can dramatize in pairs or in groups. Simple activities like playing during recess, talking about their lunch in the cafeteria, walking to school, exchanging notes about their school work may be dramatized. Help the children plan or deliver their dialog if necessary. Creativity in the use of oral language should be encouraged.

Topic of story

The selection is about Hiro, a Japanese American boy in school who is Luis' friend. Hiro and Luis are playmates and they enjoy playing ball in school. This selection serves as a springboard for a discussion on immigrants to America in both the remote and recent past.

Skills to be developed

Word Study Skills

Phonic Analysis: Auditory-visual association */k, s, b, h/*

Introduce diphthong ay

Other: Capital letters; syllables

Comprehension Skills

Recalling details; locating words and information; making inferences; relating story to experiences

Vocabulary Skills

Language Development: Describing where people are from; using *si* and *sina*

Structural Analysis: Review *mag* prefix to form verbs; *taga* prefix to describe where people are from

Introduce *ka* prefix to form nouns denoting companionship or partnership

Study Skills

Locating a place on a map; Contents page

Vocabulary

Review *paaralan, maglaro*

Introduce *siya, sina, bata, kalaro, kaibigan, taga-Hapon, Hiro*

Materials

AABC: 1. Song, "Hato" (p. 95)

2. Student Worksheets (in Student Workbook)

"Using the News Words L4" (p. 18)

"Match the Pictures" (p. 19)

"*ay* Vocabulary" (p. 20)

"Draw Your Friend" (p. 21)

"Punctuation" (p. 22)

"Table of Contents" (p. 23)

Other: four index cards

world map

buttons (optional)

PREPARATION FOR READING

NOTE: IF THE CHILDREN CAN DECODE AND COMPREHEND WORDS AND DO NOT NEED VISUAL OR ORAL REINFORCEMENT AS SUGGESTED IN THE ACTIVITIES BELOW, YOU MAY USE THE METHOD DESCRIBED IN NOTES TO THE TEACHER, TO INTRODUCE VOCABULARY.

Introducing Vocabulary 1

Elicit these words in a discussion of games, playmates and friends: *kalaro, siya, sina, bata.* The reading chart may look like this:

Batang lalaki si Peter.
Siya ang kalaro ni Jerry.
Kalaro ni Anne sina Elizabeth at Maria.

Read the sentences to the children and underline the vocabulary words as you read them. Have individual children come to the board to frame the new words.

Introducing Vocabulary 2

Have ready for this activity four index cards that have the syllables of *kaibigan* written on them. They should be cropped so that when put together, they form the word *kaibigan.*

Talk about who the children's friends are in school. Have a brief talk on what friends do together.

Show the first index card with *ka* on it and have the syllable read. Show the second one and put it beside the first one, but leave room between the cards. Do the same for the other two syllables. The resulting arrangement should look like this: *ka i bi gan.* Put the cards close together and say: *Pag pinagtabi-tabi natin ang mga ito, ang salitang sasabihin natin ay KAIBIGAN. (Note: omit this process if the children can read the word by themsleves.)*

Introducing Vocabulary 3

Write the name *Hiro* on the board and below it, this sentence: *Kaibigan ni Luis si Hiro.* Help the chidlren read the word and the sentence. Identify Hiro as a character in the next selection. Tell the children that Hiro is a Japanese name and that Hiro is a little boy from Japan.

Locate Japan on a world map. Inform the children that Hiro's parents came to America from Japan, just as some of the children's parents came from the Philippines. In a brief discussion, talk about how all Americans originally came from another country, some many many years ago and others just recently.

Write this sentence on the board: *Taga-Hapon si Hiro.* Ask the children to identify the word that tells us where Hiro is from originally *(taga-Hapon).* Write other sentences using the prefix *taga* on the boaid in order for the children to form a generalization on the use of *taga.* Examples: *Taga-Mexico si Ana; Taga-Pilipinas sila; Taga-Florida si John.* Let the children conclude that *taga* attached to a name of a place describes a person's place of origin.

Reviewing Vocabulary

STUDENT WORKBOOK, page 18. "Using the New Words L4": Ask the children to read the sentence at the top. Have them find and underline the following words: *kalaro, Hiro, sina.* Ask them to trace the two words below.

Ask the children to read each sentence in the middle section twice, first with the word on top, then with the other below it. Have them underline the word that best completes the sentence.

Have the word at the bottom of the page read. Then ask the children to look at the two pictures beside it, and circle the picture that describes the word.

To practice and reinforce vocabulary, play any of the games suggested on pages 69-71.

READING

Setting the Purpose

Have the children open their readers to the Contents page and look for the story title *Isang Kaibigan.* Have them look for the page number that indicates where the selection begins.

Have the title read. Ask what the title tells us about the story. Have the children locate Hiro and Luis in the illustration. Say: *Para malaman natin ang ilang bagay tungkol sa mga batang ito, basahin natin ang kuwento.*

Silent Reading

Have the children read each page silently. Ask the suggested comprehension questions.

Page 5:

Basahin nang malakas ang pangungusap na nagsasabi sa atin kung taga-saan si Hiro.

Basahin ang bahaging nagsasabi tungkol kay Hiro.

Ano kaya ang gustong laruin nina Luis at Hiro sa paaralan?

Page 6:

Ano ang gusto nilang laruin sa paaralan?

Nakikipaglaro kaya sila sa ibang bata?

Anong mga laro ng bola ang gusto nilang laruin?

Page 7:

Basahin ang pangungusap na nagsasabi tungkol sa bola ni Hiro/tungkol sa bola ni Luis.

Page 8:

Ano pa ang ginagawa ng dalawang bata tuwing magkasama sila?

Anong wika ang ginagamit ni Hiro sa bahay?

Sa anong wika kaya nag-uusap ang dalawang bata?

Tinuturuan kaya ni Hiro si Luis ng wikang Hapon/ni Luis si Hiro ng wikang Pilipino?

Kung kaibigan ninyo si Hiro, anong mga salita sa Pilipino ang ituturo ninyo sa kaniya?

May kaibigan ba kayo na nanggaling sa ibang lugar/bansa?

Reading Follow-up

Write these phrases on the board:

sa paaralan

kaibigan ni Luis

taga-Hapon

maglaro ng bola

malaking bola

Have the phrases read aloud. Read each question below and ask various children to point to and read aloud the phrase answering the question. Pay attention to the way they read the phrase and encourage natural phrasing.

Sino si Hiro? (KAIBIGAN NI LUIS)

Saan sila magkaibigan? (SA PAARALAN)

Ano ang gusto nilang gawin? (MAGLARO NG BOLA)

Taga-saan si Hiro? (TAGA-HAPON)

Anong klaseng bola ang bola ni Luis? (MALAKING BOLA)

STUDENT WORKBOOK, page 19, "Match the Pictures": Have the children read the sentences. They should write the number of the picture in the box beside the matching sentence.

BUILDING SKILLS

Introducing diphthong *ay*

Say the following words to the children and tell them to listen to the final sound: *nanay, tatay, bahay.* Tell the children that this sound *(ay)* is represented in writing by the letters *a* and *y*. Write *ay* on the board and have the children read it. Identify the sound as a *diptonggo*--composed of a vowel sound and the glide sound *y*.

Write these on the board: *nanay, tatay, bahay.* Have the children locate the *ay* diphthong by underlining it in the words. Have individual children come to the board to write different initial consonants with *ay: may, lay, bay, kay, pay,* etc.

Introducing *ka* prefix

Write these words on the board: *laro, maglaro, kalaro.* Identify the first word. Remind the children that this is a root word *(salitang-ugat)* because no other parts have been added to it. In the next word, ask what has been added to the root word *(mag)* and have it circled. Review the fact that the addition of mag turned the root word into a verb or action word *(salitang pangkilos)*.

Read the third word with the children and identify its prefix *ka*. Ask if it means the same as *maglaro*. Say: *Ang batang nakikipaglaro sa iyo, ano ang tawag natin sa kaniya? (KALARO)* Have the root word located and the prefix circled.

Review the fact that we sometimes add new parts to root words to form new words. In doing so, the meaning of the words also changes. Illustrate by comparing *maglaro* and *kalaro*. The former tells you to do something (play); the latter tells you about the person you play with.

Write these on the board: *kalaro, kasama, kabahay.* Help the children read the words. Go over the meaning of the words or use them in sentences. Help the children generalize that *ka* added to these root words denotes "companionship or partnership."

Write these words on the board and have the children draw lines to connect the affixed words with their roots.

bahay	*kasama*
sama	*kalaro*
laro	*kabahay*

Using *si* and *sina*

Write these on the board and have them read:

Kaibigan ni Ben si Luis.
Kaibigan ni Ben sina Luis at Hiro.
Kalaro ni Rosa si Kim.
Kalaro ni Rosa sina Kim at Nina.

Call attention to *si* and *sina* in the sentences. Compare the use of each one. Help the children generalize that *si* is used with one person's name, while *sina* is used when more than one person's name is mentioned. Ask them to use *si* and *sina* orally in sentences.

NOTE: Si AND sina ARE CALLED PERSONAL NOUN MARKERS. FOR TEACHERS INFORMATION ON MARKERS, REFER TO THE GLOSSARY OF LINGUISTIC TERMS.

ADDITIONAL ACTIVITIES

Study Skills Practice

STUDENT WORKBOOK, page 22. "Punctuation": Provide the punctuation mark needed in each box.

STUDENT WORKBOOK, page 23. "Table of Contents": The children should read the titles in the Table of Contents. Have them look for the picture that describes the title, and write the page number in the blank under the picture.

ENRICHMENT

Art

STUDENT WORKBOOK, page 21. "Draw Your Friend": Ask the children to trace the word *kaibigan* on top. Below the word, have them draw a picture of a good friend.

Song

Sing a Japanese song ("Halo," p. 95).

Game

Play a Japanese children's game *(Ohajiki)*. Provide a big button for each child in the group. Spread around 20-30 small buttons on the floor. The object of the game is for a child to flick his button using his thumb and forefinger and try to hit as many small buttons as possible. S/he keeps the small buttons that s/he hits. The player with the highest number of buttons wins.

Oral Language

Give this situation to the children and have them role play it: one child introduces his friend to another person or to a group using structures such as the following:

Maria, ito si John. Kaibigan ko siya.

Jerry, eto and kaibigan ko, si Peter.

Jane, halika, may ipapakilala ako sa iyo. Ang kaibigan kong si Elena.

The two children who were introduced to each other should shake hands, and exchange greetings such as *Kumusta*, or more colloquially, *Hi!* or *Hello!*. Among native Pilipino speakers, the latter two greetings are commonly used in everyday conversation.

UNIT 2
Groups

YUNIT 2
Mga Pangkat

Topic of story

Nina's family comes from the Philippines. She and her brother Tito have a cousin (Eddie) whose family also comes from the Philippines. The children may discuss family composition and size, as well as extended family relationships, as part of this lesson.

Skills to be developed

Word Study Skills

Phonic Analysis: Auditory-visual association *(y, d, g, h, r, ng)*

Review diphthong *ay*

Other: Capital letters; syllables

Comprehension Skills

Recalling details; making inferences; locating words and information; relating story to experiences; reading with expression

Vocabulary Skills

Language Development: Number words; synonyms; using *siya* and *sila*

Structural Skills: Review *taga* prefix

Introduce mag prefix to form nouns denoting reciprocal relationship

Study Skills

Locating a place on a map; Contents page; classifying words

Vocabulary

Review *siya, rin, kapatid, nanay, tatay, bahay*

Introduce number words (1-5), *pamilya, sila, Pilipinas, pinsan, niya*

Materials

AABC: 1. Number cards (pp. 97-99)

2. Student Worksheets (in Student Workbook)

"Using the New Words L5" (p. 24)

"Match the Pictures" (p. 25)

"Reciprocal Relationships" (p. 26)

"Siya-Sila" (p. 27)

"Capitals 4" (p. 28)

"Map Locating" (p. 29)

Other: index cards with vocabulary words

world map

butcher paper

PREPARATION FOR READING

Introducing Number Words

Use number cards (1-5) to review number recognition and to teach the number words. As each number is shown, call attention to the word under the number and help the children read the word.

To reinforce and review the number concepts:

Have a child ask the corresponding number of children to stand up when you show a number.

Draw a picture of an object/objects on the board. Call on a child to point to the card showing the number of objects on the board, or to write the numeral under the picture.

Write a number word on the board. Have a child read it and ask him/her to write the numeral beside it.

NOTE: IF THE CHILDREN CAN DECODE AND COMPREHEND WORDS AND DO NOT NEED VISUAL OR ORAL REINFORCEMENT AS SUGGESTED IN THE ACTIVITIES BELOW, YOU MAY USE THE METHOD DESCRIBED IN NOTES TO THE TEACHER, TO INTRODUCE VOCABULARY.

Introducing Vocabulary 1

Elicit these words in a discussion on families: *nanay, tatay, bahay, sila, niya*. Include these words for review: *siya, rin, kapatid*. The reading chart may look like this:

Si Mrs. Gomez ang nanay ni Peter.
Si Mr. Cruz ang tatay ni Teresa.
Malaki ang bahay nina Jerry.
May aso siya.
Itim ang aso niya.
Dalawa ang kapatid ni Maria.
May aso rin sila.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 2

Write the word *pamilya* on the board and help the children read it. Under the word, write *Ang Pamilya ni Nina*. Have the children read the title. Say that in the next story, they will be reading about Nina's family. Have the children point out why the letters *a, p,* and *n* are capitalized in the title.

Write the name *Eddie* on the board, and under it write *Pinsan ni Nina si Eddie*. Help the children read the sentence, calling attention to the word *pinsan*. Discuss the meaning of the word. Identify Eddie as a character in the next selection.

Write the sentence *Taga-Pilipinas sila.* on the board. Help the children read it, calling attention to the phrase *taga-Pilipinas*. Recall that the affix *taga* is used to describe where a person is from.

Reviewing Vocabulary

STUDENT WORKBOOK, page 24. "Using the New Words L5": Ask the children to read the sentences at the top. Have them find and underline the following words: *bahay, nanay, tatay, Pilipinas*. Ask them to trace the two words below the sentences. The picture in the middle section shows Eddie, Nina's cousin. Read the sentence beside the picture with the children. Have them trace Eddie's name and the word

pinsan. Ask them to read silently the two sentences at the bottom. The picture beside each sentence should help determine whether *siya* or *sila* should be circled.

To practice and reinforce vocabulary, play any of the games suggested on pages 69-71.

READING

Setting the Purpose

Write the story title *Ang Pamilya ni Nina* on the board and have it and the page number located in the reader. Have the children turn to that page. Let them read the title and examine the pictures. Say: *Ano kaya ang malalaman natin tungkol sa pamilya ni Nina? Basahin natin ang kuwento para malaman.*

Silent Reading

Have the children read each page silently. Ask the suggested comprehension questions.

Page 9:

Basahin nang malakas ang pangungusap na nagsasabi kung taga-saan ang pamilya ni Nina.

Ilan ang kapatid ni Nina?

Hanapin ang Pilipinas sa mapa. (Show map on the board.)

Page 10:

Ano ang pangalan ng kapatid ni Nina

Ilang taon na kaya siya? Nag-aaral kaya siya sa paaralan?

Page 11:

Sino si Eddie? Ilan ang kapatid ni Eddie? Paano ninyo nalaman? Taga-saan ang tatay at nanay niya? Basahin ang pangungusap na nagsasabi nito.

Ilang taon na kaya si Eddie/ang kapatid niya?

Page 12:

Alin ang pamilya ni Eddie/ni Nina?

Paano naging magpinsan sina Eddie at Nina?

Paano kaya sila pumunta sa Amerika?

Magkasama kaya sa isang bahay ang dalawang pamilya?

Reading Follow-up

Ask the children to frame a sentence in the story that is the same as each sentence you say. Ask them to read the sentence aloud, paying attention to natural stress and rhythm.

(Page 9) *Eto ang tatay at nanay niya.*
(Page 10) *Magkapatid si Nina at Tito.*
(Page 11) *Taga-Pilipinas din ang tatay at nanay niya.*

Write the sentences below on the board. Before the children read the sentences, tell them that two of the statements are false. Ask them to look for these statements; after identifying them, have the children give you the sentences with the correct information.

Taga-Pilipinas ang pamilya ni Nina.
Dalawa ang kapatid niya.
May pinsan siya.

Si Luis ang pinsan ni Nina.
May kapatid din ang pinsan ni Nina.

STUDENT WORKBOOK, page 25. "Match the Pictures": Have the children read the sentences. Ask them to find the picture that matches each sentence. Have them write the number of the picture in the box beside the matching sentence.

BUILDING SKILLS

Auditory-Visual Association

Ask the children what sound *a* and *y* make when they go "walking" together. Write words on the board with the final *ay* diphthong: *sakay, away, pilay, sabay, palay.* Use the words in sentences.

Write these letters on the board: *y,d,g,h, r,ng.* Ask the children to name letters as you point to them at random. Then call on a child to erase each letter as you name it. Show the letter cards for the six sounds and put them on a chalk ledge. Call on a child to point to the letter that answers this question: *Sa anong titik nagsisimula ang salitang ngipin?* Using the same question give the following words: *yelo, radyo, goma, damo, holen, yaman, ngalan, dibdib, gitna, reyna, daga, hinto.*

Introducing *mag* prefix nouns

Write the sentences below on the board and help the children read them. Call on some children to find and underline the words *kapatid, pinsan, kaibigan* in the sentences. Call attention to the affix *mag*.

Magkapatid sina Nina at Tito
Magpinsan sina Nina at Eddie.
Magkaibigan sina Nina at Kim.

Recall that in the previous lessons, *mag* was added to some root words to form verbs. In these sentences, the words with *mag* are not verbs.

Inform the children that the addition of *mag* to these words denotes a reciprocal relationship between two people *(dalawang taong may kaugnayan o relasyon sa isa't isa).* To illustrate, ask them if this sentence sounds right: *Kapatid sina Nina at Tito.* We have to say *magkapatid* because we are talking about a brother and a sister. Give other examples and use the children's names in the sentences: *magkalaro, magkasama.*

STUDENT WORKBOOK, page 26. "Reciprocal Relationships": Ask the children to read the first sentence, omitting the affix *mag*, and to say if the sentence sounds right. Have them trace *mag* and reread the sentence.

Using *siya* and *sila*

Write the following on the board as shown:

siya *sila*

May aso si Nina.
May pusa rin _____.

Eto sina Tito at Nina.
Taga-Pilipinas _____.

Explain that one of the words written above goes in each of the blanks. Have the first sentence read. Ask: *Sino ang may aso? Aling salita sa itaas ang maaari nating gamitin sa halip ng pangalan ni Nina?* When the correct word has been selected, write it in the blank and have the second sentence read. Say: *Ang salitang SIYA sa pangungusap na ito ay panghalili sa pangalan ni Nina.*

Explain that we don't have to write a person's name over and over in sentences. We can substitute the word *siya* and still mean the same person.

Do the same for the next set of sentences. Emphasize that *sila* stands for two or more people.

Student Workbook, page 27. "Siya-Sila": Have the children write the correct word that will complete each sentence.

Synonyms

Provide familiar examples to review synonyms: *paaralan, eskuwelahan; guro, titser; libro, aklat.* Take up the following pairs of words, pointing out their definitions and synonyms:

pamilya--mag-anak
tatay--ama
nanay--ina

Do a substitution exercise using the synonyms:

Teacher: *Masaya ang pamilya.*
Children: *Masaya ang mag-anak.*

ADDITIONAL ACTIVITIES

Syllables

Write the words below on the board. Have the children read a word. Call on a child to clap out the syllables. Have another child write the number of parts beside the word.

magkaibigan	*Pilipinas*	*dalawa*
pamilya	*magpinsan*	*tatlo*

Capital Letters

Write this on the board: *ang aso at pusa ni Nina.* Say: *Pamagat ito ng kuwento. Tama ba ang pagkakasulat nito?*

The children should note that certain letters were not capitalized. Have those letters changed to capital letters and ask why such a change was necessary (the first letter of the first word and the first letters of important words in a title should be capitalized). To point out the importance of certain words in a title, ask what animals the story will be about.

Write other hypothetical titles without capitalizing the initial letters of important words:

Si Tito at ang loro
Ang mga ahas sa gubat
Nasaan ang baro at botas?

Ask which letters should be capitalized and why.

Classifying Words

Write these words on cards:

bata	*aso*	*susi*	*nanay*
kalaro	*pusa*	*tambol*	*tatay*
loro	*yoyo*	*baka*	*mesa*
pinsan	*pato*	*kama*	*pamilya*
	relo	*kaibigan*	

Mix up the cards. Provide three boxes labeled *tao*, *hayop*, and *bagay* (inanimate objects). Tell the children that each word can belong in one of the three boxes. Pass out the cards. As soon as a child reads a word, s/he decides which box to put it in. If necessary, discuss the word with the other children and let them suggest its classification.

Study Skills Practice

Student Workbook page 28. "Capitals 4": Have the children write the correct word with a capital letter in the blanks to complete the story titles.

Student Workbook page 29. "Map Locating": Ask the children to read the words for the three countries and to locate them on the map. Have them draw a line from the word to the country. In the bottom section, ask them to circle the right answer to each question.

ENRICHMENT

Oral Language

Talk about the composition and size of the children's families. Have them compare notes about their families' activities.

You may also ask the children to bring pictures of their families. During the sharing period, have them identify their family members and describe them while showing the pictures.

Topic of story

It is Rosa's birthday. Her family has planned a birthday party for her. Her friends and playmates at school come and bring her presents. It is a happy occasion for Rosa. As an extension of this topic, have the children discuss other social and recreational activities that their families engage in.

Skills to be developed

Word Study Skills

Phonic Analysis: Introduce consonant cluster *pl*

Comprehension Skills

Recalling details; making inferences; drawing conclusions; locating words and information; interpreting character's feelings; recalling main ideas

Vocabulary Skills

Language Development: Number words; pluralizing with *mga;* words with more than one meaning

Structural Analysis: Review *mag* prefix to form verbs and nouns

Study Skills

Quotation marks; classifying words

Vocabulary

Review ***nanay, mesa, bahay, kalaro, kaibigan, paaralan, sabi,*** number words (1-5)

Introduce ***kaarawan, handa, regalo, ngayon, pagkain, tayo, maglinis, magluto***

Materials

AABC: 1. Number cards (pp. 97-99)

2. Teaching pictures, *"pl* Words" (pp. 100-102)

3. Student Worksheets (in Student Workbook)

"Using The New Words L6" (p. 30)

"Underline Sentences" (p. 31)

"pl Vocabulary" (p. 32)

"Mga" (p. 33)

"Finding the Title I" (p. 34)

Other: four index cards

index cards with vocabulary words

two boxes

PREPARATION FOR READING

Reviewing Number Words

Show the number cards (1-5) used in Lesson 5 and review the words for the numbers. Write these sentences on the board, or on strips of paper to be put in a chart pocket:

Dalawa ang bola ni Mary.
May apat na kalaro ako.
Isa ang kapatid ko.
Gusto ko ng limang aso.
May tatlong pusa sa mesa.

Have the first sentence read. Ask a child to point to the number word. Have another child write the corresponding numeral on the board. Continue with the other sentences. Call attention to and review the linker -ng in sentences 4 and 5.

NOTE: IF THE CHILDREN CAN DECODE AND COMPREHEND WORDS AND DO NOT NEED VISUAL OR ORAL REINFORCEMENT AS SUGGESTED IN THE ACTIVITIES BELOW, YOU MAY USE THE METHOD DESCRIBED IN NOTES TO THE TEACHER, TO INTRODUCE VOCABULARY.

Introducing Vocabulary 1

Ask the children to pretend that they are going to a birthday party at Nina's house today. The children will most likely use the word BIRTHDAY in their speech. Introduce the word *kaarawan* as a synonym. Ask them for things that they might see, find, have, or eat at the party. For the reading chart, elicit these words in the discussion: *handa, regalo, pagkain, ngayon, tayo.* The reading chart may look like this:

May handa sina Nina ngayon.
May pagkain sa bahay.
May mga regalo siya.
Tayo na sa bahay ni Nina.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words written on index cards and have the children find the words in the sentences by framing them.

Ask: *Kung may birthday party kayo sa bahay ninyo, anong paghahanda ang kailangang gawin ng inyong mga magulang?* Elicit the verbs *maglinis* and *magluto.* Write the words on the board and have them read. Call attention to the affix *mag* and ask the children to locate and underline the root words *linis* and *luto.* Recall that in certain instances, adding *mag* to the root words turns the latter into a verb or action word *(salitang pangkilos).*

Introducing Vocabulary 2

Have ready for this activity four index cards that have the syllables of *kaarawan* written on them. The cards should be cropped as directed in similar activites in previous lessons.

Show the first card with *ka* on it and have the syllable read. Show the second one and put it beside the first. Do the same for the other two syllables. When the cards are put close together, the children should read the word *kaarawan. (NOTE: OMIT THIS PROCESS IF THE CHILDREN CAN READ THE WORD BY THEMSELVES.)* Recall the meaning of the word. Mention that it is a synonym of BIRTHDAY, the word they probably use at home even when speaking Pilipino.

Punctuation Marks

Write these sentences on the board:

"Nasaan ang aso?" ang sabi ni Tito.
"Nasa damo," ang sabi ni Nina.

Help the children read the sentences. Call their attention to the quotation marks *(panipi)*. Say the following: *Tingnan ang mga markang ito. Ang tawag dito ay panipi. Sinasabi sa atin ng mga panipi na nagsasalita ang isang tao sa kuwento. Inilalagay natin sa loob ng mga panipi ang sinasabi niya sa kuwento.*

Ask: *Sa unang pangungusap, sino ang nagsasalita? Paano ninyo nalaman? Ano ang sinabi niya? Sino ang nagsasalita sa pangalawang pangungusap? Basahin ang sinabi niya.*

Review the other punctuation marks in the sentences: period *(tuldok)*, comma *(kuwit)*, and question mark *(tandang pananong)*.

Reviewing Vocabulary

STUDENT WORKBOOK, page 30. "Using the New Words L6": Ask the children to look at the top left picture and to read the word beside it. Let them trace the word *kaarawan*. Help them read the sentence below the word. Ask what things we might see or have at Rosa's house on her birthday. They should look at the words below and circle the answers: *handa, regalo, pagkain.*

In the box at the bottom left are some root words. Have the children make them into action words by adding and tracing the affix *mag*. In the box at the bottom right, have them read the sentence below and trace the word *tayo*.

To practice and reinforce vocabulary, play any of the games suggested on pages 69-71.

READING

Setting the Purpose

Tell the children that they will be reading a story about Rosa's birthday. Have them open their readers to the Contents page and look for a story title that tells about Rosa's birthday *(Ang Kaarawan ni Rosa)* and the page number. Have them turn to that page.

Ask the children to read the title and talk about what might happen in the selection. Say: *Basahin natin ang kuwento para malaman natin.*

Silent Reading

Have the children read each page silently. Ask the suggested comprehension questions.

Page 13:

May sinabi ang nanay ni Rosa sa kaniya. Basahin ang pangungusap na nagsasabi kung ano iyon.

Bakit niya gustong maghanda si Rosa?

Ilang taon na kaya si Rosa?

Anong paghahanda ang ginawa ng nanay para sa party?

Page 14:

Sinu-sino ang pumunta sa party ni Rosa?

Marami bang kaibigan si Rosa? Paano ninyo nalaman?

Ano ang dala-dala ng mga bisita para kay Rosa?

Page 15:

Kung sakaling birthday ninyo, anu-anong regalo ang gusto ninyong matanggap?

Anu-anong mga regalo ang gusto ninyong ibigay sa isang taong may kaarawan?

Basahin ang sinabi ng mga kaibigan ni Rosa sa pahinang ito.

Page 16:

Ano ang sinabi ng nanay ni Rosa sa mga bata? Basahin ang mga salitang iyon.

Ilang taon na si Rosa? Paano ninyo nalaman?

Anu-ano kayang pagkain ang niluto ng nanay ni Rosa para sa party?

Anu-anong pagkain ang gusto ninyong kainin sa birthday party?

Nasaan ang tatay at nanay ni Rosa? Maligaya kaya si Rosa? Bakit?

Reading Follow-up

Ask the children to recall the main ideas of the selection in their own words. Be sure to point out what "main ideas" mean *(tungkol sa ano ang kuwento?)* as you accept or reject their suggestions. Direct them to summarize events and write these statements on the board.

Kaarawan ni Rosa.
May handa siya sa bahay.
Dumalo ang mga kaibigan ni Rosa.

Read the statement to the children. The word *dumalo* may have to be defined. Mention that the three sentences also tell us the order of the events in the story *(ang pagkakasunod-sunod ng mga pangyayari sa kuwento).*

STUDENT WORKBOOK, page 31. "Underline Sentences": Have the children examine the picture on the left. They should read the three sentences beside it and underline the one that describes the picture.

BUILDING SKILLS

Introducing cluster *pl*

Say: *Pakikinggan natin ang dalawang tunog na kung minsan ay magkasama sa mga salita. Ang unang tunog ay kagaya ng tunog sa simula ng mga salitang ito: pusa, palaka, pagong.* Anong *titik iyon?* Write *p* on the board.

Do the same for the *l* sound: *leon, lolo, Luis.* Write *l* next to *p.*

Point to the *pl* cluster and say: *Pakinggan natin ang ilang salitang nagsisimula sa dalawang tunog na ito.* Write *plato* on the board, read it for the children and have them read it aloud as you show the teaching picture. Show the pic-

tures of a record disc and a fountain pen and say the words *plaka* and *pluma*. Have the children repeat the words. Write the words *plaka* and *pluma* under *plato*. Identify the initial consonant cluster as *kambal-katinig*. Ask: *Anong katinig ang kakambal ng katinig na P?*

Read the list of words below. Have the children raise their hands whenever they hear a word that starts with pl and have them repeat the word.

pato, plato, platito, pagod, pangalan, plaka, patpat, plantsa, plorera, palaka, plastik

STUDENT WORKBOOK, page 32, *"pl* Vocabulary": Have the children identify the picture on top and read the word *plaka*. Ask what two letters the word starts with. Have them trace the word. For the next rows, ask the children to say the word for each picture, trace the letters *pl* and underline each picture whose name starts with *pl*.

KEY: Row 1 *plato, tasa, baso*
Row 2 *kaserola, kalan, plantsa*
Row 3 *lapis, pluma, tsok*

For the bottom row, say the words for the pictures and have the children repeat them. Tell them to read the sentence and complete it by underlining the picture for the word that will complete the sentence.

Reviewing *mag* prefix

Review the two uses of the *mag* affix that the children have learned so far: to form verbs and to form nouns denoting reciprocal relationship. Write these sentences on the board and help the children read them.

Magluto ka. *Gusto kong maglinis.*
Magkaibigan sina Ana at Elizabeth. *Magkalaro sina Robert at Jose.*

Ask different children to underline the affix *mag* in each sentence, and to circle the root word. Have the children identify which words with *mag* are action words and which are not.

Write these on the board and ask the children to transform them into verbs by adding *mag*:

linis	*handa*	*basa*
luto	*aral*	*laro*

Pluralizing with *mga*

Write the words and phrases below on the board to introduce or review the plural marker *mga*. Point out that although it is spelled in this manner, when we read the word, we say MANGA. Ask how many people are involved in the first column/in the second column.

bata	*mga bata*
aso	*mga aso*
kaibigan	*mga kaibigan*

Reiterate that the word mga expresses plurality (more than one) and that it is usually found before the word or construction that it *pluralizes*. Identify mga as a plural marker *(panandа)* in sentences. Use the words and phrases above in sentences to contrast singular and plural. *(Note: For teacher information on markers, refer to the Glossary of Linguistic Terms.)*

STUDENT WORKBOOK, Page 33. *"Mga":* Have the children look at the two pictures at the top of the page. Ask: *Ano ang pagkakaiba ng mga*

salitang ito? Anong salita ang nasa ilalim ng larawang nagpapakita ng isang regalo/ng maraming regalo? Anong salita ang ginagamit natin kung pinag-uusapan natin ang maraming regalo? Have the word *mga* traced. Do the same for the next row. At the bottom of the page, ask why it says *mga bahay* instead of *bahay*. Have *mga* traced and conclude that it pluralizes the word it precedes.

Words with more than one meaning

Say: *May mga salitang parehong-pareho ang itsura pero hindi pareho ang kanilang ibig sabihin. Basahin ang mga pangungusap na ito at hanapin ang mga salitang iyon.* Write the following sentences on the board:

Handa na ako.
May handa sina Rosa sa bahay.

Read the sentences with the children. Have a child come to the board to underline the two words that look and sound alike. Discuss the meaning of the word in each sentence (a. to be ready; b. a party or feast). Say that in future lessons, other words that look and sound alike but have different meanings will be introduced.

ADDITIONAL ACTIVITIES

Punctuation Marks

Copy this exercise on a ditto master and run off copies for the children.

Sabi ni Nina, "May regalo ako."
Sabi ni Luis, "Ako rin, may regalo."
Sabi ni Nina, "May regalo ba si Kim?"
Sabi ni Luis, "Oo, may regalo siya."

Ask the children to read the first sentence. Ask who's talking; have one line drawn under the speaker's name. Ask what the speaker said; have two lines drawn under those words. Review the use of quotation marks, periods, question marks, and capital letters. Continue with the other sentences.

Classifying Words

Write the words below on cards. Mix up the cards. Provide boxes labeled A and B. Tell the children that the words on the cards consist of action words *(salitang pangkilos)* and words for objects. They should classify these by putting each word in the appropriate box (verbs in box A, nouns in box B).

mesa	*mag-aral*
regalo	*magbasa*
pagkain	*magsulat*
kama	*maglinis*
relo	*magluto*
susi	*maglaro*
baso	*maghanda*

Study Skills Practice

STUDENT WORKBOOK, page 34. "Finding the Title": Have the children look at each picture and the titles in the box at the bottom of the page. Have them choose the appropriate title for each picture, and write it under the picture.

ENRICHMENT

Oral Language

Talk about the social and recreational activities that the children's families engage in and how the children participate in these activities. In addition to birthday parties, they may contribute information on baptisms, wedding parties, trips, picnics, Filipino American celebrations, etc. If possible, they may dramatize some of these activities, or plan a hypothetical situation which they can role play in the classroom.

Topic of story

Kim's family comes from the Philipines. They now live with her uncle in the United States. She and her brother like it here because they have found new friends. This selection may be used to discuss families immmigrating to the United States, the reasons for the move, and the changes that take place.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant cluster *pl*

Introduce consonant cluster *kl*

Other: Syllables

Comprehension Skills

Recalling main ideas; making inferences; locating and summarizing information; describing and interpreting picture clues

Vocabulary Skills

Language Development: Number words; word association; words with more than one meaning

Structural Analysis: Review *taga* prefix

Study Skills

Question mark

Vocabulary

Review *tatay, nanay, kapatid, Pilipinas, mo, nila, kaibigan, kasama, kalaro, paaralan, saan, pamilya, ngayon, number words (1-5)*

Introduce *eroplano, Amerika, papunta, tiyo, bago*

Materials

AABC: 1. Number cards (pp. 97-99)

2. Teaching pictures, "*kl* Words" (pp.103-105)

3. Student Worksheets (in Student Workbook):

"Using the New Words L7" (p. 35)

"Underline Sentences" (p. 36)

"*kl* Vocbulary" (p. 37)

"*l* Clusters" (p. 38)

"Finding the Title II" (p. 39)

Other: index cards with vocabulary works

pictures from books and magazines

map of the United States

story about an immigrant child (optional)

PREPARATION FOR READING

Reviewing Number Words and *pl* cluster

Display the number cards in a chart pocket. Write the words for the numbers on separate index cards. As you show a word, call on a child to read it and match it with the right number on the chart.

Write these words on the board: *plato, plaka, pluma.* Read the words with the children and ask: *Ano ang kambal-katinig na nariringig ninyo sa umpisa ng mga salitang ito?* Call on some children to underline the initial consonant cluster *pl* in the words. Ask them to think of other words that begin with that cluster: *plantsa, plastik, plano, planeta.*

NOTE: IF THE CHILDREN CAN DECODE AND COMPREHEND WORDS AND DO NOT NEED VISUAL OR ORAL REINFORCEMENT AS SUGESTED IN THE ACTIVITIES BELOW, YOU MAY USE THE METHOD DESCRIBED IN NOTES TO THE TEACHER TO INTRODUCE VOCABULARY.

Introducing Vocabulary

Elicit these words in a discussion: *eroplano, Amerika, papunta, tiyo, bago.* Show a picture of an airplane and a map of the United States, if desired. The reading chart may look like this:

Malaki ang eroplano.
Papunta sa Amerika ang eroplano.
Kasama ko ang tiyo ko.
May bagong baro si Ana.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them. In the word *eroplano,* ask the children to locate the cluster *pl* Ask why the first a in *Amerika* is capitalized.

Reviewing Question Marks

Say: *Eto ang pamagat ng ating susunod na kuwento.* Write this on the board: *Taga-saan sina Kim?* Have the children read it. Call their attention to the punctuation mark at the end of the title *(tandang pananong).* Discuss its function by saying: *Tingnan ang markang ito. Ang tawag dito ay tandang pananong. Inilalagay natin ito sa hulihan ng tanong.*

Write the sentences below on the board. Ask the children to read them, pointing out that when we read questions, we use a different intonation. Demonstrate by reading the two questions with the right rising intonation used for yes-no questions. Have the children read the questions with the right intonation pattern.

May bola si Kim.
May bola ba si Kim?
Isa ang pusa ni Ben.
Isa ba ang pusa ni Ben?

The children may also note the presence of the particle *ba,* a question marker.

Reviewing Vocabulary

STUDENT WORKBOOK, page 35, "Using the New Words L7": Tell the children that each new word in the box at the top of the page is used in a sentence below. Ask them to look at each new

word again and to find it in one of the sentences. They should underline the word, read the sentence,and trace the word. When they finish, ask them to read the traced word and the sentence aloud. To practice and reinforce vocabulary, play any of the games suggested on page 69-71.

READING

Setting the Purpose

Write the title of the story on the board *(Taga-saan sina Kim?)*. Have the children open their readers to the Contents page and look for the story title that looks like the one on the board. Have them tell you the page number.

Discuss what the story might be about. Then say: *Basahin natin ang kuwento para malaman natin.*

Silent Reading

Have the children read each page silently. Ask the suggested comprehension questions.

Pages 17-18:

Taga saan ang pamilya ni Kim? Ilan ang kapatid niya?

Ilang taong gulong na kaya sila?

Anong sinakyan nila papunta sa Amerika?

Ano kaya ang pakiramdam ni Kim pagdating sa Amerika?

Page 19

Sino ang kamag-anak ni Kim sa Amerika?

Gaano katagal na kaya siyang nakatira rito?

May mga tiyo rin ba kayo sa Amerika?

Page 20:

Bakit gusto ng mga bata dito sa Amerika?

Gusto ba ninyo dito sa Amerika?

Sinu-sino ang mga kaibigan ni Kim?

May mga kamag-anak ba kayo na nakatira sa inyong bahay?

Page 21:

Taga-saan ang mga pamilya ninyo?

Sinu-sinong ibang mga bata sa librong ito ang may pamilyang nanggaling sa ibang lugar?

Ikuwento ninyo ang tungkol sa pamilya ni Kim.

Reading Follow-up

Ask the children to recall the main events in the selection in their own words. Help them distinguish the main ideas of the story from the unimportant details. These three ideas may be arrived at: a. Kim's family came from the Philippines; b. they came on an airplane; c. they live with an uncle in the United States and enjoy living here.

Write the words below on the board. As you point to a word, ask the children to compose a sentence that relates to the selection they just read. Example: *eroplano--Sumakay sina Kim sa malaking eroplano.*

eroplano	*Amerika*
tiyo	*bahay*
kalaro	

STUDENT WORKBOOK, page 36. "Underline Sentences": Have the children examine the picture on the left. They should read the three sentences beside it and underline the one that describes the picture.

BUILDING SKILLS

Introducing cluster *kl*

Say: *Pakikinggan natin ang dalawang tunog na kung minsan ay magkasama sa mga salita. Ang unang tunog ay kagaya ng tunog sa simula ng mga salitang ito: kama, kabayo, kilos. Anong titik iyon?* Write *k* on the board.

Do the same for the *l* sound: *lobo, lolo, lima.* Write *l* next to *k*.

Point to the *kl* cluster and say: *Pakikinggan natin ang ilang salitang nagsisimula sa kambal-katinig na ito.* Write *klase* on the board, read it for the children and have them read it aloud as you show the teaching picture. Show the pictures of a clarinet and a doctor's clinic and say the words *klarinete* and *klinika*. Have the children repeat the words. Write the words *klarinete* and *klinika* under *klase*. Ask: *Anong dalawang katinig ang magkakambal sa mga salitang ito?*

153

Read the list of words below. Have the children raise their hands whenever they hear a word that starts with *kl* and have them repeat the word.

kanin, klaro, kadena, klase, klinika, kaktus, kidlat, kilay, klarinete, kuna, klabe

STUDENT WORKBOOK, page 37. "*kl* Vocabulary": Have the children identify the picture on top and read the word *klase*. Ask what two letters the word starts with. Have them trace the word. For the next rows, ask the children to say the word for each picture, trace the letters *kl*, and underline each picture whose name starts with *kl*.

KEY:

Row 1 *trumpeta, klarinete, gitara*
Row 2 *klinika, banyo, opisina*
Row 3 *klabo (cloves), susi, kutsara*

For the bottom row, say the words for the pictures and have the children repeat them. Tell them to read the sentence and to complete it by underlining the picture for the word that will complete the sentence.

Reviewing *taga* prefix

Write the sentences below on the board and read them with the children:

Taga-Pilipinas sina Kim.
Taga-Hapon si Hiro.
Taga-(name of your city) *tayo.*

Ask different children to underline the affix *taga* in each sentence. Recall that this affix is used to describe where a person is from.

154

Have the children orally compose sentences using *taga* to describe where their friends or relatives are from.

SYLLABLE

Play the clapping game that the children played in a previous lesson. Call out some children's names and ask them to clap for every syllable.

Write the words below on the board. Have a child read a word, call on a second child to clap out the syllables, and have a third child come to the board to write the number of parts beside the word.

eroplano	*Pilipinas*
tiyo	*Amerika*
nila	*ko*

Say: *May mga bahagi ang bawat salita. Ang tawag sa mga bahaging ito ay* PANTIG. *Maaaring magkaroon ang isang salita ng isang pantig o maraming pantig.* Write the word *paaralan* and have the children determine the number of syllables (4). Draw lines to separate the syllables *(pa/a/ra/lan)*, then count the syllables with the children. Continue with other examples following the same procedure.

Say: *Ang isang pantig ay maaaring magkaroon ng isa, dalawa, o tatlong tunog. Maaari itong magkaroon ng isang patinig* (write A), *isang katinig at isang patinig* (write PA), *o isang katinig, isang patinig at isa pang katinig* (write LAN). Ask the children to look for a syllable in the word *paaralan* that has one vowel (V), a consonant-vowel combination (CV), or a consonant-vowel-consonant combination (CVC). *(NOTE: OTHER SYLLABLE PATTERNS SUCH AS VOWEL-CONSONANT AND THOSE WITH CONSONANT CLUSTERS WILL BE TAKEN UP IN LATER LESSONS.)*

Give the examples below, first separating the syllables with lines, then underlining or circling individual syllables with V, CV, or CVC:

Amerika	*kapatid*
kaibigan	*aral*
kaarawan	*ngayon*
aso	*kalaro*

Words with more than one meaning

Say: *Napag-aralan na natin ang mga salitang parehong-pareho ang itsura pero hindi pareho ang kanilang ibig sabihin. Basahin ang mga pangungusap na ito at hanapin ang mga salitang iyon.*

Write the sentences below on the board and read them with the children. Have a child come to the board to underline the two words that look and sound alike. Discuss the meaning of the word *handa* in each sentence.

Handa na ako.
May handa sina Rosa sa bahay.

Write the sentences below on the board and read them with the children. Underline the word *bago* in both sentences and talk about its meaning in each sentence (a. new; b. to study BEFORE playing). Restate the fact that some words have more than one meaning.

Bago ang baro ni Nina.
Mag-aral ka bago ka maglaro.

ADDITIONAL ACTIVITIES

Word Association

Write the word *eroplano* on the board. Have the children think of words that describe or may be associated with airplanes or air travel. Write the words on the board. Provide help and encouragement if needed. Some of the responses might be: *malaki, mabilis, lumilipad, piloto, flight attendant, pagkain, sine, ulap, etc.*

Finding Picture Clues

Finding picture clues is a skill that helps children make use of picture clues in their reading and prepares them for a similar task in lesson 8. Provide pictures containing a lot of details of an incident and people's reactions to it. Ask questions about the picture, utilizing these four levels of questioning: a. ENUMERATION--name the objects; b. DESCRIPTION--what is happening; c. INTREPRETATION--what is going to happen; d. INFERENCE--why.

Study Skills Practice

STUDENT WORKBOOK, page 38, "I Clusters": Have the children look at each picture and say the word. Ask them to put an X on the cluster that they hear at the beginning of the word.

KEY: *plantsa, klase, klarinete, pluma*
klinika, plorera, plato, plaka

STUDENT WORKBOOK, page 35, "Finding the Title": Have the children look at each picture and the titles in the box at the bottom of the page. Have them choose the appropriate title for each picture, and write it under the picture.

ENRICHMENT

Oral Language

Ask the children to role play being on an airplane. One child may be the pilot, another a flight attendant, and the rest, passengers. Talk about how it feels when the plane takes off or lands. A film on air travel may also be shown.

Listening

Find a story about an immigrant child to the United States and read it to the children. The story may be told bilingually in English and in Pilipino.

Topic of story

Ben and Luis want to play one day. They decide to take a walk to the park. On the way, they see a lot of things in their neighborhood. In the selection, the children are required to derive information mostly from picture clues.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant clusters *pl* and *kl*

Introduce diphthong *aw*; affricate */ts/*

Other: Writing words by syllable; separating syllables

Comprehension Skills

Recalling details; locating sentences; making inferences; inferring information from picture clues; drawing conclusions

Vocabulary Skills

Language Development: Getting information from picture clues; words with more than one meaning; building sentences

Structural Analysis: Review *mag* prefix

Study Skills

Function of story titles

Vocabulary

Review *papunta, maglaro, ano, magkaibigan*

Introduce *liwasan, araw, maglakad, nakita*

Materials

AABC: 1. Teaching Pictures, "*/ts/* Drill" (pp. 106-113)

2. Student Worksheets (in Student Workbook)

"*aw* Vocabulary" (p. 40)

"Using the New Words L8" (p. 41)

"What Did They See?" (p. 42)

"*ts* Vocabulary" (p. 43)

"Syllables I" (p. 44)

"*ay-aw* Review" (p. 65)

"Finding the Title III" (p. 46)

Other: index cards

tagboard strips

handwriting paper

PREPARATION FOR READING

Introducing diphthong *aw*

Say the following words to the children and tell them to listen to the final sound: *araw, ilaw, sitaw.* Tell the children that this sound *(aw)* is represented in writing by the letters *a* and *w*. Write *aw* on the board and have the children read it. Identify the sound as *a diptonggo*--composed of a vowel sound and the glide sound *w*.

Write these on the board: *ilaw, araw, sitaw.* Have the children locate the *aw* diphthong by underlining it in the words. Define the words if necessary (light, sun, string beans).

STUDENT WORKBOOK, page 40. "*aw* Vocabulary": Review the fact that when *a* and *w* "go walking together" (as in the illustration on top), they say the sound *aw*. Ask the children to read the words below, trace the *aw* in the words, and draw a line from the words to the corresponding pictures.

NOTE: IF THE CHILDREN CAN DECODE AND COMPREHEND WORDS AND DO NOT NEED VISUAL OR ORAL REINFORCEMENT AS SUGGESTED IN THE ACTIVITIES BELOW, YOU MAY USE THE METHOD DESCRIBED IN NOTES TO THE TEACHER TO INTRODUCE VOCABULARY.

Introducing Vocabulary

Elicit these words in a discussion: *araw, maglakad, nakita, liwasan. (NOTE: THE CHILDREN MAY NOT BE FAMILIAR WITH THE WORD liwasan OR park. USE THE ENGLISH WORD park OR THE SPANISH-DERIVED parke DURING THE DISCUSSION, THEN TEACH liwasan AS A SYNONYM.)* The reading chart may look like this:

Nasa langit ang araw.
Nakita ko si Joe sa paaralan.
Gusto kong maglakad sa liwasan.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them. Ask the children to locate the diphthong *aw* in *araw*.

Reviewing Vocabulary

STUDENT WORKBOOK, page 41, "Using the New Words L8": Ask the children to look at and identify the picture on the left. They should read the sentence beside the picture and trace the word *liwasan.* The next three rows require them to read the sentence or phrase, look at the pictures beside it, and circle the picture that the sentence or phrase describes. Have them locate the words *maglakad, nakita* and *araw* and underline them.

To practice and reinforce vocabulary, play any of the games suggested on pages 69-71.

READING

Setting the Purpose

In this selection, the child will be required to interpret events from both the text and picture clues. You may wish to use a pantomime activity to prepare for this activity. Call on some children to pantomime a simple action and have

other children guess what it is. When they have guessed what the action is, ask them to describe it by composing some sentences. State the fact that sometimes, pictures or actions can tell a story without using any words.

Say: *Babasa tayo ngayon tungkol kina Luis at Ben. Magpapasyal sila. Saan kaya sila pupunta? Ano kaya ang makikita nila roon?*

Write this title on the board: *Ano ang Nakita Nila?* Pass out readers and ask the children to locate the story title and the page number on the Contents page. Ask about the punctuation mark at the end of the title.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Pages 22-24:

Bakit nagpunta sa liwasan ang dalawang bata?

Nagkakasundo ba sina Luis at Ben? Paano ninyo nalaman?

Paano sila pupunta sa liwasan?

May pasok kaya sila sa paaralan? Paano ninyo nalaman?

Ano ang nakita nila papunta sa liwasan?

Sabihin ang lahat ng bagay na nakita nila.

Sinasabi ba sa atin ng mga salita sa kuwento kung ano ang nakita nila? Alin ang nagsasabi sa atin kung ano ang nakita nina Luis at Ben?

163

(NOTE: ASK QUESTIONS ABOUT SPECIFIC DETAILS IN THE PICTURES AND LET THE CHILDREN INTERPRET THE DETAILS AND INFER INFORMATION. LEAD THEM TO CONCLUDE THAT THIS IS THE BOYS' NEIGHBORHOOD.)

Aling mga bagay sa larawang ito ang nakikita ninyo sa inyong paligid?

Page 25:

Ano ang nakita nila sa liwasan?

Maganda ba ang panahon? Paano ninyo nalaman?

Basahin ang huling tanong. Saan ninyo hahanapin ang sagot sa tanong na ito?

Reading Follow-up

Ask the children to recall the title of the story. Write the title on the board and ask questions like:

Ano ang kaugnayan ng pamagat ng kuwento sa mismong kuwento?

Maganda ba ang pamagat? Bakit o bakit hindi?

Talk about why the writer used a question for a title (to catch the reader's attention, to be mysterious, to make the readers find the answers themselves?), and why s/he didn't write all the details in the story (did s/he want the readers to "participate" in the story by looking for the details themselves?). Talk about the purpose of a story's title.

STUDENT WORKBOOK, page 42, "What Did They See?": Call attention to the title at the top and have the children read it. Tell them that after finishing the worksheet, they can draw a picture on top. Ask the children to look at the

164

picture in each row and to read the sentence beside it. If the sentence goes with the picture, they should underline the sentence. When they finish they can draw pictures of what Ben and Luis saw on the way to the park or at the park.

BUILDING SKILLS

Reviewing *pl* and *kl* clusters

Write the groups of words below on the board. For each row, pronounce a word containing a consonant cluster. Ask the children to listen to the first two sounds of the word you said and to point to the word on the board.

klase, plato, pato
plaka, kama, klinika
plantsa, klabe, laso
klarinete, kaso, plastik

Introducing */ts/*

LINGUISTIC NOTE: THE ALVEOLAR AFFRICATE /ts/ IS REPRESENTED IN ENGLISH BY THE DIGRAPH ch AS IN THE WORD church. IN PILIPINO, THIS SOUND IS FOUND MAINLY IN WORDS OF FOREIGN ORIGIN (SPANISH, CHINESE, OR ENGLISH) AND IS REPRESENTED IN WRITING BY THE DIGRAPH ts. EXAMPLES:

tsa (FROM CHINESE)
tsinelas (FROM SPANISH)
tsok (FROM ENGLISH)

IN THE STANDARD MANILA DIALECT OF TAGALOG, THE AFFRICATE /ts/ IS USED BY A MAJORITY OF ITS SPEAKERS IN THEIR SPEECH. HENCE, WHEN TEACHING SOUND-LETTER CORRESPONDENCE, EMPHASIZE THAT THE TWO LETTERS STAND FOR ONE SOUND (/ts/) AND NOT FOR TWO SEPARATE SOUNDS (/t-s/).

Cut out and mount the teaching pictures provided for this activity: chalk, slippers, shoes, tea, milk, marbles, book, table.

Show the picture of chalk pieces to the children and say the word *tsok*. Then say the words *tsa, tsinelas, tsokolate, tseke*. Have the children repeat each word. Ask: *Anong tunog ang nariri-nig ninyo sa umpisa ng mga salitang iyon? Magkapareho ba ang mga tunog nila sa unahan?*

Put the chalk picture in a chart pocket. Put the other pictures on the chalkboard ledge and say the word for each picture. Have the chil-dren tell you if the word starts with the same sound as *tsok*. If it does, call on a child to put the picture in the chart pocket.

Write these words on the board: *tsok, tsa, tsinelas*. Read the words with the children. Ask: *Ano ang pagkakatulad ng mga salitang ito?* Ask a child to underline the two letters that are the same in the words. The children should note that the letters *t* and *s* are used to represent one sound. Say: *Ang mga titik na TS ang ginagamit sa pagsulat ng unang tunog ng mga salitang ito.* Pass out index cards on which you have written *ts*. Say the words below. Each time the children hear the sound */ts/* at the beginning of the word, they are to raise their cards.

tsinelas, sapatos, tela, tsa, holen, tsaleko (vest), *mesa, silya, tseke, tsokolate*

STUDENT WORKBOOK, page 42, *"ts* Vocabulary": Have the children identify the picture at the top and read the word *tsok*. Ask what two letters the word starts with and have the word traced. For the next three rows, ask the

children to say the word for each picture (define the word if necessary). Have them trace the letters *ts* and underline each picture whose names starts with *ts*.

KEY: Row 1 *tsa, gatas, Coca-Cola*
Row 2 *sapatos, medyas, tsinelas*
Row 3 *tic-tac-toe, tses, holen*

For the bottom row, ask the children to look at the picture. Say the word and have them repeat it. Point to the word *kotse* in the sentence and ask the children where they hear the sound */ts/* (in the middle). Have the letters traced, and the sentence read.

Reviewing mag prefix

Write the sentences below on the board to review the two uses of the *mag* affix that the children have learned: to form verbs and to form nouns depicting reciprocal relationships. Help the children read the sentences.

Gustong maglakad nina Luis at Ben.
Magkaibigan sina Luis at Ben.

Ask some children to underline the affix *mag* in each sentence, and to circle the root or affixed word. Conclude by mentioning the two uses of the *mag* affix.

BUILDING SENTENCES

Write these phrases on tagboard strips and display them:

sa liwasan
sa bahay
nina Luis at Ben
ang aso
sa Pilipinas
ni Rosa
ang paaralan
sina Kim at Rosa

Write *Nakita ni Luis* on the board. Have a child select a phrase card that will extend the sentence. Ask the child to hold up the card beside the words on the board and to read the sentence s/he has formed. If the sentence makes sense, write a period at the end. Ask another child to form another phrase that could be used with the words on the board and follow the same procedure.

Write other phrases on the board: *Gustong maglaro, Gusto nilang magpunta.* Follow the same procedure. Conclude by asking the children to read the phrases on the tagboard strips.

Words with more than one meaning

Recall some words learning in previous lessons that have more than one meaning, using them in sentences to illustrate these meanings.

handa--party; to be ready
bago--new; before

Write these sentences on the board and read them with the children.

May araw sa langit.
Isang araw, gustong maglaro nina Luis at Ben.

Have a child come to the board to underline the two words that look and sound alike. Discuss the meaning of the word in each sentence (a. sun; b. one day).

Spelling

Pass out handwriting paper to the children and tell them that they will be writing some syllables *(pantig)*.

Write the letter *a* on the board. Say the syllable *ma* and ask the children what letter should go in front of *a*. Ask a child to come to the board and write the letter *m*. Say other syllables (*pa*, *ha*, *na*, etc.) and ask other children to write the syllable on the board.

Dictate some of the two-syllable words below that contain the sound *a* and have the children write the words on their paper. Define words they are not familiar with.

pala, bala, bata (wardrobe), *kama dama, raha, pata sama, yaya, kapa, gala, mana, hasa, nganga*

ADDITIONAL ACTIVITIES

Visual Memory

Write each phrase below on tagboard strips. Show a phrase for a few seconds. Ask the children to say the phrase they just saw:

aso ni Nina	*malaking eroplano*
aso ni Luis	*sabi ni Ben*
sa paaralan	*sa klase*
isang araw	*ng nanay*

Student Skills Practice

STUDENT WORKBOOK, page 44, "Syllables I": Review the syllabication taken up in Lesson 7. On the worksheet, have the children draw lines to separate the syllables in each word, and to write the number of syllables in the box beside the word.

STUDENT WORKBOOK, page 45, "*ay-aw* Review": Have the children look at each picture and say the word. Ask them to circle the final diphthong sound in the word.

STUDENT WORKBOOK, page 46, "Finding the Title III": From the titles in the box at the bottom of the page, have the children choose and write the appropriate story title for each picture.

ENRICHMENT

Oral Language

Ask each child to talk about his/her neighborhood. S/he should describe the different places, landmarks, or areas in his/her neighborhood that are interesting. The children may also exchange and compare notes about their neighborhoods.

Alternatively, give the children this situation: You are taking a friend or several friends around your neighborhood; describe your neighborhood while you're taking a walk. Have pairs of groups of children dramatize this situation. Encourage the use of mime when necessary.

Have the children draw pictures of what they see on their way to school. If desired, each child may dictate a short story about his/her picture for the teacher to record below the picture.

Topic of story

The setting of this selection is Chinatown. Anne, a Chinese American girl in school, takes Rosa and Kim to her father's store in Chinatown. The girls see a lot of people and Chinese stores and restaurants. A discussion on ethnic communities would be an interesting follow-up activity.

Skills to be developed

Word Study Skills

Phonic Analysis: Review diphthong *ay;* affricate */ts/*

Introduce consonant clusters *bl* and *gl*

Other: Separating syllables; writing words by syllable

Comprehension Skills

Recalling details; locating information; interpreting character's feelings; summarizing information; making inferences; recognizing sequence of events

Vocabulary Skills

Language Development: Reading words and sentences with exclamation points

Structural Analysis: Introduce *an/han* suffix to denote a place

171

Study Skills

Classifying words; alphabetizing; exclamation point

Vocabulary

Review *doon, pamilya, tatay, pagkain, araw*

Introduce *tindahan, marami, tao, magpunta, naku, Intsik, Hong Kong, Chinatown*

Materials

AABC: 1. Teaching Pictures,"*/ts/* Drill" (106-113)

2. Sound/letter flashcards (86-91)

3. Student Worksheets (in Student Workbook)

"Using the New Words L9" (p. 47)

"Complete the Sentence" (p. 48)

"*bl/gl* Vocabulary" (p. 49)

"Sequence I" (p. 50)

"Syllables II" (p. 51)

"Vocabulary Review" (p. 52)

"Finding the Title IV" (p. 53)

Other: index cards with vocabulary words

world map

tagboard strips

handwriting paper

172

PREPARATION FOR READING

Reviewing */ts/*

Use the picture cards and other devices used in Lesson 8. Play a guessing game. Tell the children that the answers to these riddles are words that begin with the sound /ts/.

Isinusuot natin ito sa ating paa sa bahay. (TSINELAS)

Kung minsan, iniinom ito ng mga tao sa halip ng kape. (TSA)

Kinakain natin ito sa kendi, sa mga cake, sa icing, at sa ice cream; iniinom din natin itong kahalo ng gatas, mainit o malamig. (TSOKOLATE)

Ginagamit ito ng guro pag sumusulat siya sa pisara. (TSOK)

Reviewing diphthong *aw*

Write these words in a column on the board: *araw, hikaw, sitaw, ilaw.* Say: *Hinahanap ko ang tunog na AW sa mga salitang ito. Mahahanap ba ninyo ito para sa akin?*

Call on different children to come to the board, point to the diphthong *(diptonggo)* *aw*, and underline the letters *a* and *w*.

NOTE: IF THE CHILDREN CAN DECODE AND COMPREHEND WORDS AND DO NOT NEED VISUAL OR ORAL REINFORCEMENT AS SUGGESTED IN THE ACTIVITIES BELOW, YOU MAY USE THE METHOD DESCRIBED IN NOTES TO THE TEACHER TO INTRODUCE VOCABULARY.

Introducing Vocabulary 1

Elicit the following words in a discussion: tindahan, marami, tao, magpunta. The reading chart may look like this:

May tao sa bahay.
Maraming bata sa paaralan.
Maraming tao sa tindahan.
Magpunta tayo sa tindahan.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them. Reinforce the concept of *marami* by asking the children to describe orally objects in the classroom or in the school that you have a lot of. Use this construction: *Maraming* _____ *sa silid/paaralan.*

Introducing Vocabulary 2

Write the names *Rosa* and *Kim* on the board and have them read. Say: *Sa susunod na kuwento, makikilala natin ang isang kaibigan nina Rosa at Kim. Anne ang pangalan niya.* Write the name *Anne* on the board and below it, this sentence: *Kaibigan nina Rosa at Kim si Anne.* Help the children read the word and the sentence. Tell the children that Anne's family came from a place called Hong Kong.

Write *Hong Kong* on the board and locate it on a world map. Compare the distance between Hong Kong and the United States with the distance between the Philippines and the United States.

Say: *Karamihan ng mga taong nakatira sa Hong Kong ay Intsik. Instik ang pamilya ni Anne.* Write the word *Instik* on the board and read it to the children. Have them note the presence of the sound */ts/* in the word.

Under the first sentence you wrote on the board, write these sentences and read them with the children:

Taga-Hong Kong si Anne.
Intsik ang pamilya niya.

Say: *Maraming mga Intsik ang nagpupunta dito sa Amerika. Ang iba sa kanila ay nakatira sa isang lugar na tinatawag na Chinatown.* Write *Chinatown* on the board. Inform the children that although this is an English word, we are using it because it is the common name for Chinese communities in most American cities and because there is no equivalent word in Pilipino. If there is a Chinatown in your city, talk about it. For more information to discuss on Chinatowns, see the Enrichment section of this lesson.

Exclamation Point

Talk about certain words that we say when we are happy, surprised, in pain, sad, etc. (for example, *aray!, naku!, Hoy!, o!, a!, talaga!,* etc.). As the children give examples, write some of them on the board and put exclamation points at the end of the words.

Call attention to the punctuation mark and identify it *(tandang pandamdam).* Say: *Nakikita natin ang markang ito sa hulihan ng mga salita o pangungusap na nagsasabi sa atin ng isang malakas na damdamin.* Explain that when reading words or sentences with exclamation points, they should give it the appropriate expression or emotion.

Write this sentence on the board: *Naku! ang laki ng tao!.* Teach the word *naku* as a vocabulary word. Then read the sentence with the children. Ask them to read it several times, each time changing the inflection of their voices to give the sentence a different expression: surprise, mild disgust, fright, delight, etc.

Reviewing Vocabulary

STUDENT WORKBOOK, page 47, "Using the New Words L9": Ask the children to look at the picture on the left and to describe what is happening. Have them read the sentence beside it. Then have them trace the four words below the sentence and read the traced words.

On the lower half of the page, ask them to identify the girl in the picture. Have them read the sentences on the right and underline every sentence about Anne that is true. Ask them to locate and circle the following words: *Intsik, Hong Kong, Chinatown.*

To practice and reinforce vocabulary, play any of the games suggested on pages 69-71.

READING

Setting the Purpose

Write the title of the selection on the board *(Tayo na sa Chinatown)* and have it read. Ask the children what the title tells them about the selection. Ask: *Saan mangyayari ang kuwento? Sino ang pupunta sa Chinatown. Ano ang gagawin nila doon?*

Let them locate the story title and the page number on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Pages 26-27

Taga-saan ang pamilya ni Anne?

Ano ang napag-aralan natin tungkol sa Hong Kong? Ituro sa mapa ang Hong Kong.

Ano ang gustong gawin at makita nina Rosa at Kim sa Chinatown?

Anong klaseng tindahan kaya ang sa tatay ni Anne?

Ano ang napag-aralan natin tungkol sa Chinatown?

Pages 28-29:

Ano ang nakita nila sa Chinatown?

Gusto ba ninyo ng pagkaing Intsik? Anu-anong putahe ang nasubukan na ninyo?

Bakit maraming tao sa Chinatown?

Ano kaya ang ginawa ng tatlong bata sa tindahan ng tatay ni Anne?

Maligaya ba si Anne nang makita niya ang tatay niya? Paano niya sinabi ang mga salitang iyon?

Bakit wala sila sa paaralan? Anong araw iyon?

Nasaan kaya ang nanay ni Anne?

Sabihin ang lahat ng bagay na nalalaman natin tungkol kay Anne at sa kaniyang pamilya.

Reading Follow-up

Ask the children to recall the events in the story by retelling the story in their own words. Pay attention to the sequence of details as they retell the story. Try to encourage them to express the main idea of the selection in one sentence; for example, Rosa, Kim and Anne went to Chinatown to see Anne's father. Based on this main idea, have them think of alternative titles for the story.

Write the four sentences below on tagboard strips or on the chalkboard and ask the children to read them aloud. Say: *Tatlo sa mga pangungusap na ito ay tungkol sa isang tao. Ang isa ay tungkol sa ibang tao. Hanapin ang pangungusap na hindi dapat kasama.*

Taga-Hong Kong si Anne.
May tindahan sila sa Chinatown.
Pilipino si Kim.
Intsik si Anne.

Cross out the irrelevant sentence when the children point it out and ask them who the other three are about. The answer might be written on top as a title. Point out that thinking about ideas that go together helps children become better readers.

STUDENT WORKBOOK, page 48, "Complete the Sentence": Ask the children to look at the picture on the left. Have them read the first part of the sentence, then draw a line to the phrase that completes the sentence.

BUILDING SKILLS

Introducing clusters *bl* and *gl*

Say: *Pakikinggan natin ang dalawang tunog na kung minsan ay magkasama sa mga salita. Ang unang tunog ay kagaya ng tunog sa simula ng mga salitang ito: bago, bubuyog, bola. Anong titik iyon?* Write *b* on the board.

Do the same for the *l* sound: *lobo, lolo, lima,* Write *l* next to *b*.

Point to the bl cluster and say: *Pakinggan ang ilang salitang nagsisimula sa kambal-katinig na ito.* Write *blusa* on the board, read it for the children and have them read it aloud. Define the word if they are not familiar with it. Write the words *bloke* and *blangko* under *blusa* and read them with the children (definitions: a block of ice; blank).

Following the same procedure, teach the consonant cluster *gl*. Use these two words *globo* (globe), *glu* (glue). Inform the children that there aren't too many words in Pilipino that start with *bl* or *gl*.

Do an auditory discrimination exercise for each cluster. Use these series of words:

bl: *baka, bunga, blusa, loko, bloke, bangko, blangko, bobo*

gl: *gana, glawkoma (eye disease), glu, gasa (gauze), globo, glorya, goma*

STUDENT WORKBOOK, page 49, "*bl gl* Vocabulary": Have the children identify the picture at the top left side of the page and read the word *blusa*. Have the consonant cluster identified and the word traced. Do the same for the right side *(globo)*. For the bottom rows, say the words for the pictures and have the children repeat them. Define the words if they are not familiar to the children. Have them trace the letters on the left and underline the picture that starts with the sound.

Key: *Row 1 gatas, bloke ng yelo, tasa*
Row 2 bata, eroplano, glu

Introducing *an/han* suffix

List these words on the board as shown:

tinda	*simba*	*sulat*	*aral*
tindahan	*simbahan*	*sulatan*	*aralan*

Identify the first word *(tinda)*. Ask: *Ano ang idinagdag sa hulihan ng salitang ito?* (HAN) Circle the root word TINDA in *tindahan*. Review how root word is used to describe a word to which nothing has been added. Recall that in other words they have learned, something was added in front of the root word to form a new one. Let the children tell you where the new element is in this example, and what the newly formed word is. Have them define *tindahan*.

Call on other children to circle the root words in the other examples. Help them read the new word formations and teach their meaning if necessary.

simbahan church
sulatan a place where one writes; e.g., *mesang-sulatan*
aralan a place where one studies; e.g., *silid-aralan*

Explain that the addition of *han* or *an* to a root word sometimes turns it into a word that means "a place where the action of the root word takes place;" for example, *simba*--to go to church, *simbahan*--the church where one goes.

To apply this definition, provide this exercise. Write the word *gulay* on the board, have the word read and defined. Say: *Ang lugar na tinataniman ng mga gulay, ano ang tawag natin doon?* (GULAYAN). Write the word *gulayan* on the board and have the suffix *an* underlined. Reinforce the meaning that the suffix gave to the root word. Other examples to use:

halaman (plants) *halamananan* (garden)

tahi (to sew) *tahian* (a place where people sew)

hiram (to borrow) *hiraman* (a place where people borrow)

Alphabetizing

Review the abakada by having the children recite the letters in sequence. Review capital and lowercase letters by using the flashcards provided in previous lessons. Leave all the letters on the chalkboard ledge in sequence.

Write these four words on the board: *baka, doon, kapatid, aso.* Say: *Aayusin ninyo ang mga salitang ito para sa akin. Tingnan natin ang unang titik ng bawat salita.* Underline the first letter of each word as the children identify them. Say: *Ayusin natin ang mga salita ayon sa mga titik ng abakada. Aling titik ang nauuna sa abakada? Aling salita ang dapat mauna?* Continue until all four words are listed alphabetically.

Extend the exercise by providing another list of six or seven words and having the children do the same task.

Spelling

Pass out handwriting paper for a writing exercise similar to that in Lesson 8. Write the letter *e* on the board. Say the syllable *me* and ask the children to write the letter that should go in front of *e*. Say other syllables with *e* and have different children write them on the board.

Dictate these two-syllable words and have the children write them down on their paper. Define the words they are not familiar with.

mesa, nene, seda (silk), *tela*

Following the same procedure, ask the children to write syllables with i and the words containing the i sound.

hari, pisi (string), *ngiti, bili, dali, tahi, tila, dila, kita* (salary)

ADDITIONAL ACTIVITIES

Sequencing Sentences

Write these sentences on tagboard strips and display them in this order:

"Tayo na sa liwasan," sabi ni Kim.
Sa liwasan, nakita nila si Ben.
Gustong maglaro nina Kim at Rosa.
Papunta sa liwasan, nakita nila ang bahay ni Anne.

Have the children read the sentences. Tell them that they are not arranged in their proper order. Ask the children to arrange the strips in order. Then have them read the story aloud and suggest a title.

KEY: Possible sequences 3-1-4-2
1-3-4-2
1-4-2-3

STUDENT WORKBOOK, page 50, "Sequence I": Have the children look at the pictures and the sentences below that tell a story. Match each picture with a sentence by writing the correct number in the box beside each sentence.

Classifying Words

Write the groups of words below on the board. Ask a child to read the first row. Say: *Isang salita dito ang hindi dapat kasali sa ibang mga salita.* The children will readily see that *paaralan* does not belong becasue it is a place/building and not a person. If needed, help them to see how the three other words in the group are similar. Call on another child to erase the word that does not belong. Continue with the other rows.

kapatid, kalaro, pinsan, paaralan
simbahan, aso, paaralan, tindahan
maglaro, maglakad, tatay, magbasa
Pilipinas, Hong Kong, Nina, Amerika
aso, bola, pusa, baka

Study Skills Practice

STUDENT WORKBOOK, page 51, "Syllables II": Have the children draw lines to separate the syllables in each word, and to write the number of syllables in the box beside the word.

STUDENT WORKBOOK, page 52, "Vocabulary Review": Have the children read the words in each box to themselves. Say one of the words and ask the children to underline the word you said.

KEY: Row 1 araw, plaka, tsok
Row 2 kaibigan, bahay, papunta
Row 3 simbahan, tindahan, maglakad

STUDENT WORKBOOK, page 53, "Finding the TITLE IV": From the titles in the box at the bottom of the page, have the children choose and write the appropriate story title from each picture.

ENRICHMENT

Information to Discuss

Chinatowns in the United States started when immigrants from China began to settle in American cities. Beginning as one street reserved for Chinese immigrants, they gradually grew into "Little Chinas" and eventually into fairly large communities (San Francisco's Chinatown is an example). This pattern of settelement among the Chinese immigrants was the same as that of other groups that arrived in the United States. Each group tended to congregate with people of their own nationality. These ethnic communities provide the security of a "home away from home" to the immigrants. Stores and restaurants were opened where people could gather and socialize. For the Chinese, Chinatown provided a place where the way of life was familiar and reassuring.

Listening

Read a Chinese folktale or a story about Chinese Americans to the children. The story may be told bilingually in English and Pilipino. Ask comprehension questions afterwards.

Alternatively, invite a resource person to talk about Chinese food and to cook a simple Chinese dish like fried wonton. A story chart in Pilipino may be composed about this experience.

Topic of story

Luis goes to the park and sees his friends from school: Hiro, Kim, Nina and Anne. This informative selection tells where the children are from and what languages they speak at home. It also points out the fact that the children are bilingual. The story serves as a springboard for a discussion on bilingualism, and on the various groups that we belong to: family, school, neighborhood, community, and ethnic group.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant clusters *bl* and *gl*

Other: Writing words by syllable

Comprehension Skills

Recalling details; making inferences; interpreting sentences; finding sentences that answer questions; locating information

Vocabulary Skills

Language Development: Reading sentences with different punctuation marks; finding sentences that have the same meaning

Structural Analysis: Review *an/han* suffix

Study Skills

Alphabetizing; punctuation marks; finding titles

Vocabulary

Review ***nakita, Hong Kong, Hapon, Pilipinas, Pilipino, Amerika, dalawa, taga-, Instik, liwasan***

Introduce ***Ingles, alam, wika***

Materials

AABC: 1. Sound/letter flashcards (pp. 86-91)

2. Student worksheets (in Student Workbook)

"Using the New Words L10" (p. 54)

"Underline Sentences" (p. 55)

"*an/han* Vocabulary" (p. 56)

"Match the Groups" (p. 57)

Other: index cards with vocabulary words

index cards with punctuation marks

handwriting and drawing paper

PREPARATION FOR READING

Reviewing *bl* and *bl* clusters

Ask the children to listen to these pairs of words and have them repeat the pair if both words begin with the same cluster *(kambal-kainig)*.

BL:	GL:
blusa, bala	*globo, goma*
bloke, blangko	*glorya, glu*
blakbord, blater	*gana, glawkoma*
baka, blangko	*glu, glotis*
bloke, loko	*globo, lobo*

NOTE: IF THE CHILDREN CAN DECODE AND COMPREHEND WORDS AND DO NOT NEED VISUAL OR ORAL REINFORCEMENT AS SUGGESTED IN THE ACTIVITIES BELOW, YOU MAY USE THE METHOD DESCRIBED IN NOTES TO THE TEACHER TO INTRODUCE VOCABULARY.

Introducing Vocabulary

Elicit the following words in a discussion: *alam, wika, Ingles*. Define and explain the word *wika* if necessary. The reading chart may look like this:

Alam mo ba ito?
Ingles ang wika sa Amerika.
Pilipino ang wika sa Pilipinas.
Intsik ang wika sa Hong Kong.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Talk about languages and the many different languages spoken in the world, specifically those spoken in the United States, Philippines, Japan, China, and Mexico. In the discussion, help the children realize that language is an important tool of communication.

Reviewing Vocabulary

STUDENT WORKBOOK, page 54, "Using the New Words L10": Ask the children to look at the picture on the left and to identify the country (the United States). Have them read the sentence at the top of the page. Ask them to trace the three words below the sentence and read the traced words aloud. For added reinforcement, have them underline those words in the sentences, too.

On the lower half of the page, have them read the question *"Ano ang wika sa* _____?" Three countries are listed with pictures of characters in the reader who are originally from those countries. As they read the name of a country, have the picture beside it identified. Ask the children to look for the name of the language on the right hand column that each character speaks, and to draw a line from the country to the matching language.

To practice and reinforce vocabulary, play any of the games suggested on pages 69-71.

READING

Setting the Purpose

Write *Sa Liwasan* on the board and tell the children that this is the title of the next selection. Recall the characters in a previous story who went to the park. Talk about what

they saw there. Let the children share with the group their own experiences in the park with their families.

Ask the children to locate the story title and the page number on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Pages 30-31:

Sino kaya ang kasama ni Luis nang pumunta siya sa liwasan?

Sino ang nakita niya? Ano ang ginagawa nila sa liwasan?

Ano kayang oras noon?

Taga-saan si Hiro/si Anne? Ano ang wika nila sa bahay?

Nagluto kaya ang mga pamilya nila sa liwasan? Anu-anong pagkain ang niluto nila?

Pages 32-33:

Taga-saan sina Kim, Nina at Luis? Ano ang wika nila sa bahay?

Ilang wika ang alam nila?

Ano ang wika sa Amerika? Anong wika ang ginagamit sa paaralan?

Ano kaya ang pakiramdam ng mga nakakapagsalita ng dalawang wika?

Gusto ba ninyong makapagsalita ng ibang wika? Gusto ba ninyong magpatuloy na makapagsalita ng dalawang wika?

Ano ang dapat nating gawin para hindi natin makalimutan ang ating wika habang nag-aaral tayo ng Ingles?

Reading Follow-up

Ask the children to read aloud sentences from the story that answer these questions:

Sa pahina 30, aling pangungusap ang nagsasabi kung sino ang nakita ni Luis sa liwasan?

Sa pahina 31, aling pangungusap ang nagsasabi kung ano ang wika nina Anne sa bahay?

Sa pahina 32, aling pangungusap ang nagsasabi kung taga-saan sina Kim, Nina, at Luis?

Sa pahina 33, aling pangungusap ang nagsasabi kung anong wika ang pinag-aaralan ng mga bata sa Amerika?

Write the following sentences on the board and ask the children to read them:

Nakita ni Luis sina Hiro, Kim, at Nina.
Intsik ang wika nina Anne sa bahay.
Taga-Pilipinas ang mga pamilya nina Nina at Luis.
Ingles ang wika sa Amerika.

Inform the children that you are going to say a sentence that means the same or almost the same as one of the sentences on the board. Say this sentence: *Nakita ni Luis ang mga bata.* Have the children find the sentence that means the same and have them read it aloud. Discuss why

the sentence most like it is the first one on the board. Continue with these sentences:

Galing sa Pilipinas ang tatay at nanay ni Nina (3)

Kapag kinakausap ni Kim ang nanay niya, Intsik ang ginagamit niya. (2)

Kapag nag-uusap ang mga tao sa Amerika, nagsasalita sila ng Ingles. (4)

Nakita ni Luis ang mga kaibigan niya. (1)

STUDENT WORKBOOK, page 55, "Underline Sentences": Have the children examine the picture on the left. They should read the three sentences beside it and underline the one that describes the picture.

BUILDING SKILLS

Reviewing *an/han* suffix

Write these words on the board: *tinda, tindahan.* Discuss the root word *tinda;* the suffix *han* added to the root word; the change in meaning that occurred; and what *an/han* denotes (a place associated with the root word). Apply this information to other examples if necessary.

Write these sentences on the board:

Gusto kong magtinda.
Tayo na sa tindahan.

Have the sentences read. Ask the children to find the root word *tinda* in both sentences and have it underlined. Point out the difference in meaning in the two words: *magtinda* is an action word; *tindahan* is the place.

Write these columns of words on the board and ask the childern to match the words with their roots by drawing a line:

tinda	*sulatan*
sulat	*simbahan*
aral	*tindahan*
simba	*aralan*

STUDENT WORKBOOK, page 56, "*an/han* Vocabulary": Ask the children to read the words on the left and trace the *an/han.* Discuss the meaning of the word, then have them match it with the corresponding picture by drawing a line.

Alphabetizing

Do an alphabetizing exercise similar to that in Lesson 9. This time, give a list of 10 words (a thru m) and have the children arrange them alphabetically using the alphabet cards on the chalk ledge as a guide. A suggested list: *alam, baka, kama, dahon, eroplano, gatas, hari, ilaw, lola, maliit.* After the alphabetizing talk, have all the words read in correct sequence.

Punctuation Marks

On index cards, print the punctuation marks that the children have learned: period *(tuldok)*, comma *(kuwit)*, question mark *(tandang pananong)*, quotation marks *(panipi)*, and exclamation point *(tahdang pandamdam)*. As you show each card, have the children identify it. Write the sentences below on the board one at a time but do not punctuate them competely. Ask the children to read a sentence and to decide what punctuation mark the sentence needs. Ask a child to come to the board and hold up the punctuation card where it belongs in the sentence.

Nasa bahay si Luis (.)
Ano ang gusto mo (?)
Naku, maraming tao (!)
Sabi ni Rosa, Maglaro tayo. ("")
Nakita ko sina Kim Nina at Luis. (,)

Have each sentence read aloud by paying attention to the punctuation mark/marks.

Contents page

Pass out the readers again and have the children open them to the Contents page. Recall what information the Contents page gives us (titles and page numbers on which the selections begin).

Ask the following questions and have the children read aloud the title that answers each question. Then ask them to tell you what the page number is. To verify their answers, they may turn to the page number indicated.

Sa aling kuwento natin nakilala ang kaibigan ni Luis na si Hiro? (ISANG KAIBIGAN, page 5)

Sa aling kuwento natin nalaman kung taga-saan ang pamilya ni Kim? (TAGA-SAAN SINA KIM?, page 17)

Aling dalawang pamagat ang nagsasabi kung saan nangyari ang kuwento? (SA PAARALAN, page 1; SA LIWASAN, page 30)

Aling pamagat ang kagaya ng pamagat ng librong ito? (ANG KAARAWAN NI ROSA, page 13)

Aling kuwento ang nagsabi tungkol sa kaarawan ng isang batang babae? (ANG KAARAWAN NI ROSA, page 13)

Sa aling kuwento natin nabasa ang tungkol kay Anne? (TAYO NA SA CHINATOWN, page 26)

Spelling

Pass out handwriting paper to do the writing exercise similar to that in lesson 8. Write the letter *o* on the board. Say the syllable *ko* and ask the children to write the letter that should go in front of *o*. Say other syllables with *o* and have different children write them on the board.

Dictate these two-syllable words and have the children write them down on their paper. Define the words they are not familiar with.

lolo, lola, bobo, sako, goma, solo, tiyo, kaso, bota, tipo, loro, yoyo

Following the same procedure, ask the children to write syllables with *u* and words containing the *u* sound.

tuto (to learn), *suka* (vinegar), *puno, muna, lupa, nguso, puti, pula, susi, yupi* (flattened)

ADDITIONAL ACTIVITIES

Using words in sentences

Prepare this exercise below on a ditto master and run off copies for the children.

	Marami akong kaibigan.
marami	*Maraming tao sa tindahan.*
	Eto na ang mga tao.
	Ingles ang wika sa paaralan.
wika	*Pilipino ang wika sa bahay.*
	Anong wika ang alam mo?

	May limang bola ako.
lima	*May bola si Luis.*
	Lima ang kalaro ko.
	Kaibigan ko si Anne.
kapatid	*May kapatid si Nina.*
	Nakita ko ang kapatid mo.

For each row, ask the children to read each word at the left and to underline it in the sentences at the right every time they see it used. Encourage the children to read all three sentences.

Understanding sentences

Write the sentences below on strips of paper. Each child should get one strip. Have him/her glue the strip to the top of his/her drawing paper and read the sentence. S/he can then draw a picture illustrating the sentence.

Nasa liwasan sina Anne.
Nasa tindahan sina Kim.
Maraming tao sa liwasan.
Nakita nina Luis at Ben ang paaralan.
Ito ang eroplanong papunta sa Amerika.

ENRICHMENT

Oral Language

Talk about the different groups that the selections touched on: family, neighborhood, community, ethnic group. Discusss the activities we engage in as part of each of these groups. Help the children realize that membership in these various groups help in our growth and development as individuals.

Ask the children to pretend that they all landed on another planet. There, they found friendly beings who are anxious to find out about them. Have some children play the part of the new planet's inhabitants interviewing the earth people. The children should identify themselves as fully and completely as possible, describing their families, school, neighborhoods, communities, etc.

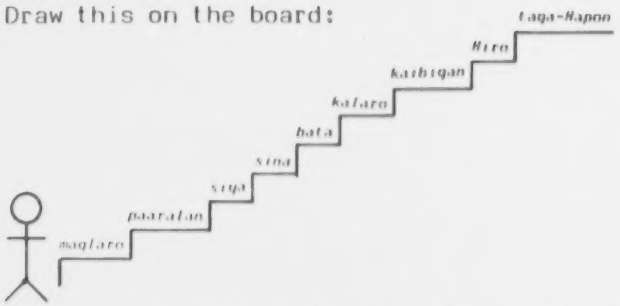
Art

STUDENT WORKBOOK, page 57-61, "Match the Groups": On pages 57-60, show the different groups we belong to. Ask the children to cut up the small pictures on page 61, and to paste them on to the appropriate sheet depicting the appropriate group.

Reinforcement Games
Mga Larong Pampagsasanay

Reinforcement games

1. Draw this on the board:



Say: *Ito si Luis. Tulungan natin siyang umakyat sa hagdanan. Basahin ang salita sa bawat baitang.* Have the children read the words.

To vary the game, you may also draw a decending staircase, or one that goes up and down. Write a word on each step.

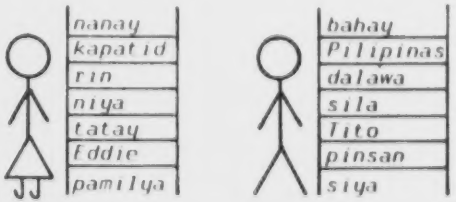
To use this game to revie initial sound recognition, ask questions similar to these:

Aling mga salita ang may simulang tunog kagaya ng kagaya ng kabayo?

Aling mga salita ang may simulang tunog kagaya ng sama?

Aling salita ang may simulang tunog kagaya ng baka?

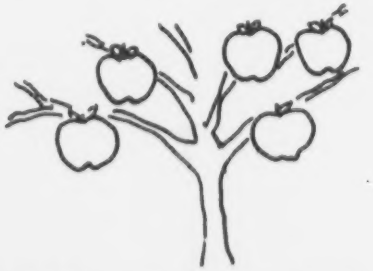
2. Draw this on the board:



Say: *Ito si Nina, at ito si Eddie. Tunlungan natin silang umakyat sa hagdan. Basahin ang salita sa bawat baitang.* Have the children read the words.

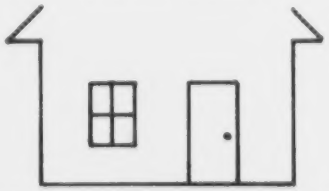
This game may also be used to review initial sounds and final diphthongs by asking questions similiar to those in Game #1

3. Cut apple shapes out of red construction paper. Print a word on each apple. Draw a large apple tree on the board. Put masking tape on the back of the apples and put them on the tree. It should look something like this:



Let the children take turns picking the apples from the tree by reading a word. If desired, other fruit shapes such as orange, pear, peach and plum may also be used.

4. Draw a house with an incomplete roof and put it up on the bulletin board. It may look like this:

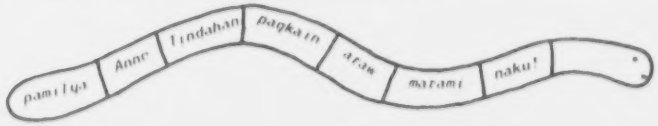


Cut up cards to represent shingles on the roof. Write a vocabulary word on each shingle. Ask each child to read the word on the shingle and to put it up on the bulletin board using pins or thumb tacks.

The house may also be drawn on tagboard or butcher paper. Put masking tape on the backs of the cards to make them stick to the tagboard.

5. Write the vocabulary words on the board and number them 1, 2, 3, 4, etc. Print numbers on small cards and put them in a box. Have each child draw numbers from the box and read the word that corresponds to the number drawn.

6. Draw a Word Worm on the board:



Erase a segment as the children read the word, until only the worm's head is remaining. Draw another worm and write other words for review.

Evaluative Test and Reading Skills Checklist

Pagsusulit na Pahalga at Talaan ng mga Kasanayan sa Pagbasa

Test I. Word Recognition (20 points)

Instructions

1. Say: *Sasabihin ko ang isa sa tatlong salitang nasa bawat kahon. Pagkatapos, gagamitin ko sa pangungusap ang salita. Salungguhitan (UNDERLINE) ang salitang sinabi ko. Tingnan ang lahat ng mga salita sa kahon bago mo markahan ang sagot mo.*

2. Say each work below; read the sentence that goes with it; repeat the word. Make sure the child is marking his/her answer in the right row and the right box.

Row 1 *maglaro:* Gusto ng mga batang *maglaro* sa liwasan.

Luis: Batang lalaki si *Luis*.

Hong Kong: Taga-*Hong Kong* sina Anne.

kaarawan: *Kaarawan* ko bukas.

pagkain: Gusto ko ng masarap na *pagkain*.

Row 2 *lima:* *Lima* ang kapatid niya.

mo: Sino ang kasama *mo*?

dalawa: *Dalawa* ba ang mansanas sa plato?

tayo: *Tayo* nang magpasyal.

siya: *Siya* ang kaibigan ko.

Row 3 *Anne:* Batang Intsik si *Anne*.

Ingles: *Ingles* ang wika sa Amerika.

pamilya: Taga-Hapon ang *pamilya* ni Hiro.

tindahan: Gusto kong bumili ng damit sa *tindahan*.

tatlo: Isa, dalawa, *tatlo*, ano ang gusto mo?

Row 4 *magbasa:* Dapat akong *magbasa* ng libro.

naku: *Naku!* Nahulog ang bata!

handa: *Handa* na ba ang mga tao?

alam: *Alam* ni Mary ang sagot.

wika: Anong *wika* ang alam mo?

Test II. Knowledge of Consonant Clusters (12 points)

Instructions

1. Say: *Tingnan ang larawan sa kahon. Sasabihin ko ang pangalan ng larawan. Tingnan ang mga titik sa ilalim ng larawan. Bilugan ang mga simulang titik ng salita.*

2. Identify each picture as follows:

Row 1 *PLato, KLase, BLusa*
Row 2 *KLinika, GLobo, PLaka*
Row 3 *GLu, KLarinete, PLuma*
Row 4 *PLantsa, Bloke ng yelo, PLorera*

Test III. Knowledge of Affixes (5 points)

Instructions

1. Say *Basahin ang mga "salita" sa itaas. Idadagdag natin ito sà mga salitang-ugat sa ibaba.*

2. Ask the child to look at the picture in each row. Have him/her read the root word beside it and choose the affix at the top which can be added to the root word and tell about the picture. Say: *Alin ang idadagdag natin sa salitang-ugat na ito na magsasabi sa atin tungkol sa larawan?*

   Row 1 *MAGkaibigan*
   Row 2 *tindaHAN*
   Row 3 *Malaki at MAliit*
   Row 4 *KAlaro o MAGlaro*
   Row 5 *MAGluto*

Test IV. Story Comprehension (10 points)

Instructions

1. Ask the child to read the story silently.

2. Afterwards, ask these questions to test comprehension skills: (Note: Give one point for each correct response. For questions that require inferring or summarizing information, the child's response should be similar or fairly close to the expected response in parentheses.)

a. Recalling details

Taga-saan ang pamilya ni Eddie? (TAGA-PILIPINAS)

Sinu-sino ang mga pinsan ni Eddie? (SINA NINA AT TITO)

Anong regalo ang gusto niya? (MALIIT NA EROPLANO)

b. Locating information

Basahin ang mga salitang nagsasabi sa atin kung ano ang gusto ni Eddie. ("GUSTO KO NG MALIIT NA EROPLANO." "SANA, MAY REGALO AKONG MALIIT NA EROPLANO.")

Hanapin ang pangalan ng mga pinsan ni Eddie. (TITO AT NINA)

c. Getting information from picture clues

Ilang taon na si Eddie? (ANIM NA TAON)
Paano mo nalaman? ANIM ANG KANDILA SA CAKE)

d. Making inferences

Nasisiyahan kaya si Eddie? (OO; SIGURO; KASI KAARAWAN NIYA)

Ano ang isa pang wikang alam ni Eddie? (INGLES)

e. Recalling main ideas

Tungkol sa ano ang kuwentong ito? (TUNGKOL SA KAARAWAN NI EDDIE)

f. Summarizing information

Sabihin mo sa akin ang lahat ng natutuhan natin tungkol kay Eddie sa kuwentong ito. (KAARAWAN NI EDDIE: ANIM NA TAON NA SIYA: TAGA-PILIPINAS ANG PAMILYA NIYA: SINA TITO AT NINA ANG MGA PINSAN NIYA: DALAWANG WIKA ANG ALAM NI EDDIE: MARAMING REGALO SI EDDIE: GUSTO NIYANG MAGKAROON NG ISANG MALIIT NA EROPLANO)

3. If desired you may ask the child to read the story orally to check oral reading skills.

TOTAL POINTS: 47

Vocabulary List (Identity)

The following are words introduced in the Level One Identity units. The child should demonstrate the ability to recognize and understand 80-90% of these words. Words with an asterisk in front of them were presented in the Introductory Level Language Arts program.

A alam
Amerika
ano
apat
araw

B bago
bahay
bata

K kaarawan
kaibigan
Kim
klaro
kapatid
kaysa

D dalawa
dito
doon

E Eddie
eroplano

H handa
Hiro
Hong Kong

I Ingles
Intsik
isa

L lima
liwasan
Luis

M mag-aral
magbasa
magkaibigan
maglakad
maglaro
maglinis
magluto
magpunta
magsulat
maliit
marami
mas
mesa
mo

N nakita
naku
nanay
nila
Nina
nila

NG ngayon

P paaralan
pagkain
pamilya
papunta
Pilipinas
pinsan

R regalo
Rosa

S sabi
sila
sina
siya

T taga-Hapon
tao
tatlo
tayo
tindahan
Tito
tiyo

W wika

Phonics

plato
pinsan
pluma
plaka

klase
klinika
klarinete

ilaw
sitaw

tsa
tsok

blusa
bloke
blangko

glu
globo

STUDENT PROFILE (Identity)

STUDENT	READING																		ORAL LANGUAGE				
	Word Study					Comprehension						Vocabulary		Study									
✓ meets minimum requirements ✗ does not meet minimum requirements	RECOGNIZES VOCABULARY	RECOGNIZES CONSONANT CLUSTERS	Recognizes diphtongs	Recognizes vowels and consonants	Spells words by syllable	RECALLS DETAILS	LOCATES INFORMATION	DERIVES INFORMATION FROM PICTURE CLUES	MAKES INFERENCES	RECALLS MAIN IDEAS	SUMMARIZES INFORMATION	RECOGNIZES ROOTS & AFFIXES	Builds sentences with phrases	Alphabetizes	Follows oral directions	Classifies words	Locates book parts	Identifies him/herself	Describes objects in environment	Participates in role-playing and dramatizations	Expresses him/herself in discussions	Reads orally

211

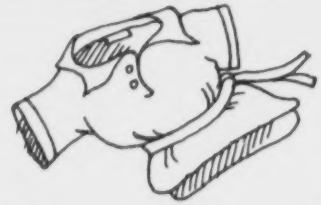
212

Test Worksheets
Mga Pampagsusulit na Gawaing-papel

magluto maglaro maglinis	Tito Nina Luis	Hiro Hongkong Hapon	kaarawan kaibigan kasama	paaralan pamilya pagkain
isa tatlo lima	mas mo may	dito doon dalawa	tayo tiyo tao	sina siya sila
Kim Rosa Anne	Ingles Intsik Pilipino	pamilya paaralan pinsan	liwasan tindahan paaralan	regalo tatlo eroplano
magsulat magbasa mag-aral	ngayon nanay naku	handa regalo pagkain	apat alam ano	araw tatay wika

pl gl kl

bl kl pl



bl pl gl

bl pl kl

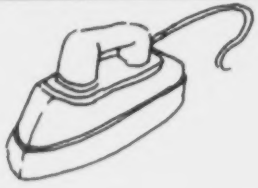
gl pl kl

pl bl gl

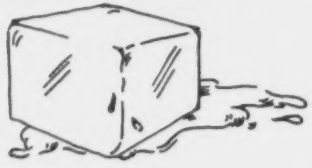
pl gl gl

bl gl kl

kl gl pl



kl pl bl



pl bl kl

kl gl pl

mag	ma	han	ka

_____ kaibigan

Tinda _____

_____ laki at _____ liit

_____ laro

_____ luto

Kaarawan ni Eddie ngayon. Maraming pagkain at maraming tao sa bahay nina Eddie.

Pinsan ni Eddie sina Tito at Nina. Eto ang mga pamilya nila. Eto rin ang mga kaibigan nila.

Taga-Pilipinas sina Eddie. Pilipino ang wika nila sa bahay. Dalawang wika ang alam ni Eddie.

May handa ang nanay at tatay ni Eddie ngayong araw na ito. Maraming regalo si Eddie.

"Gusto ko ng maliit na eroplano," sabi ni Eddie, "sana, may regalo akong maliit na eroplano."

RESOURCE MATERIALS

HANGUAN NG MGA KAGAMITAN

Materials for Unit 1
Mga Kagamitan para sa Yunit 1

SOUND/LETTER FLASHCARDS

Materials:

tagboard, scissors, glue

Directions:

1. Cut out the alphabet
2. Glue flashcards onto tagboards.

Note: The flashcards will be used throughout the language arts unit.

a b

87

k d

e g

88

h i

l

m

n

n͡g

68

231

o p

r s

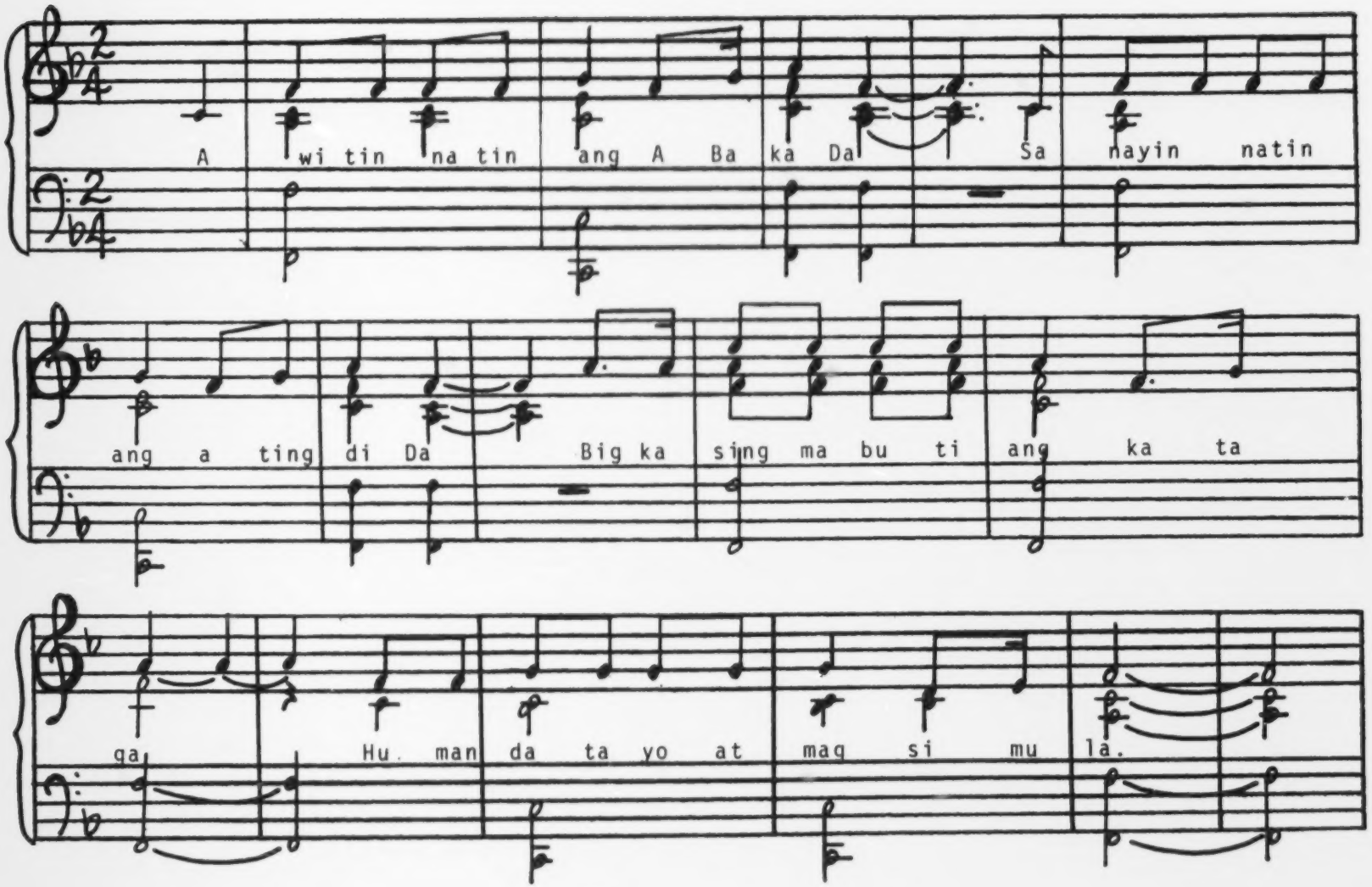
90

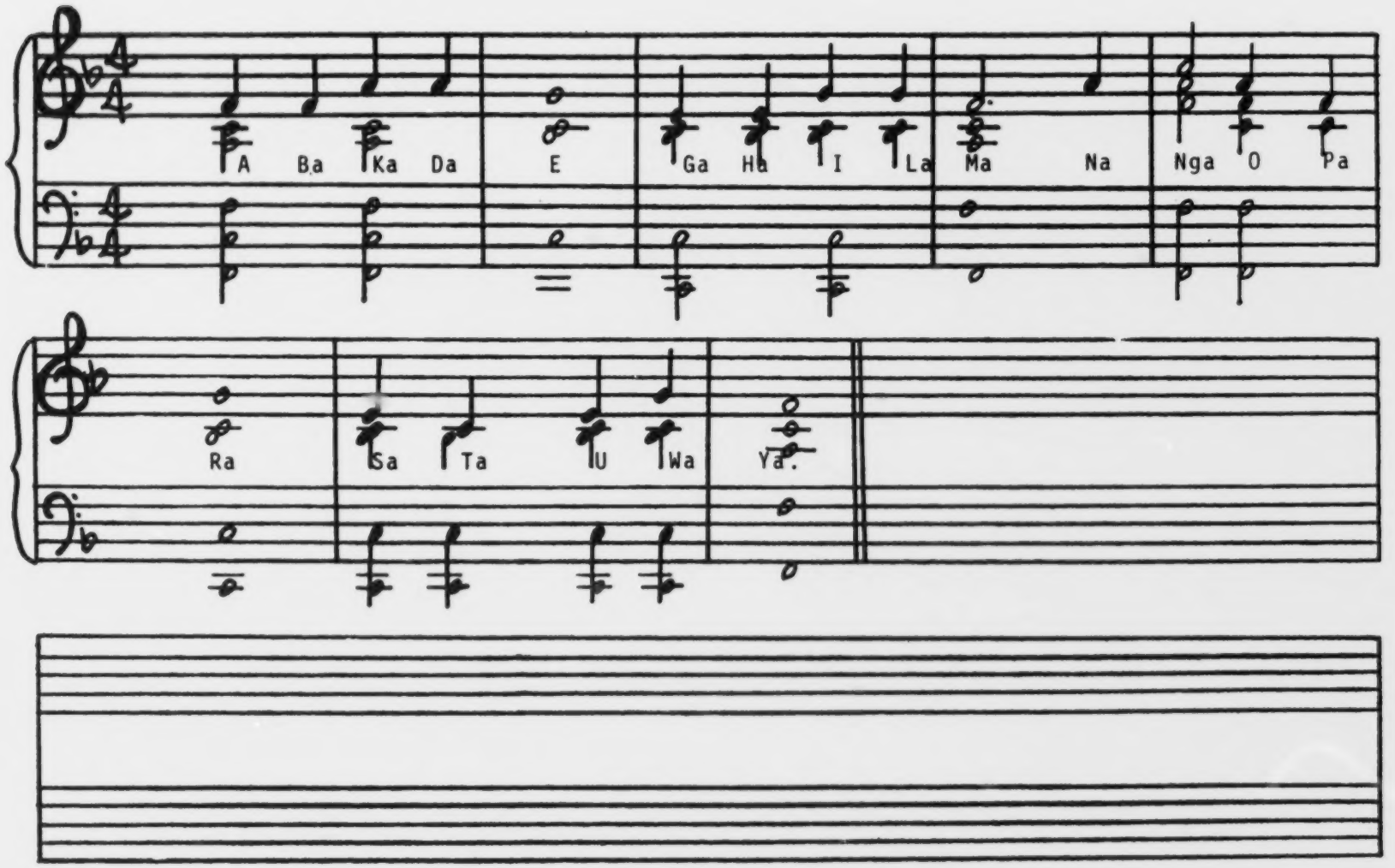
t

u

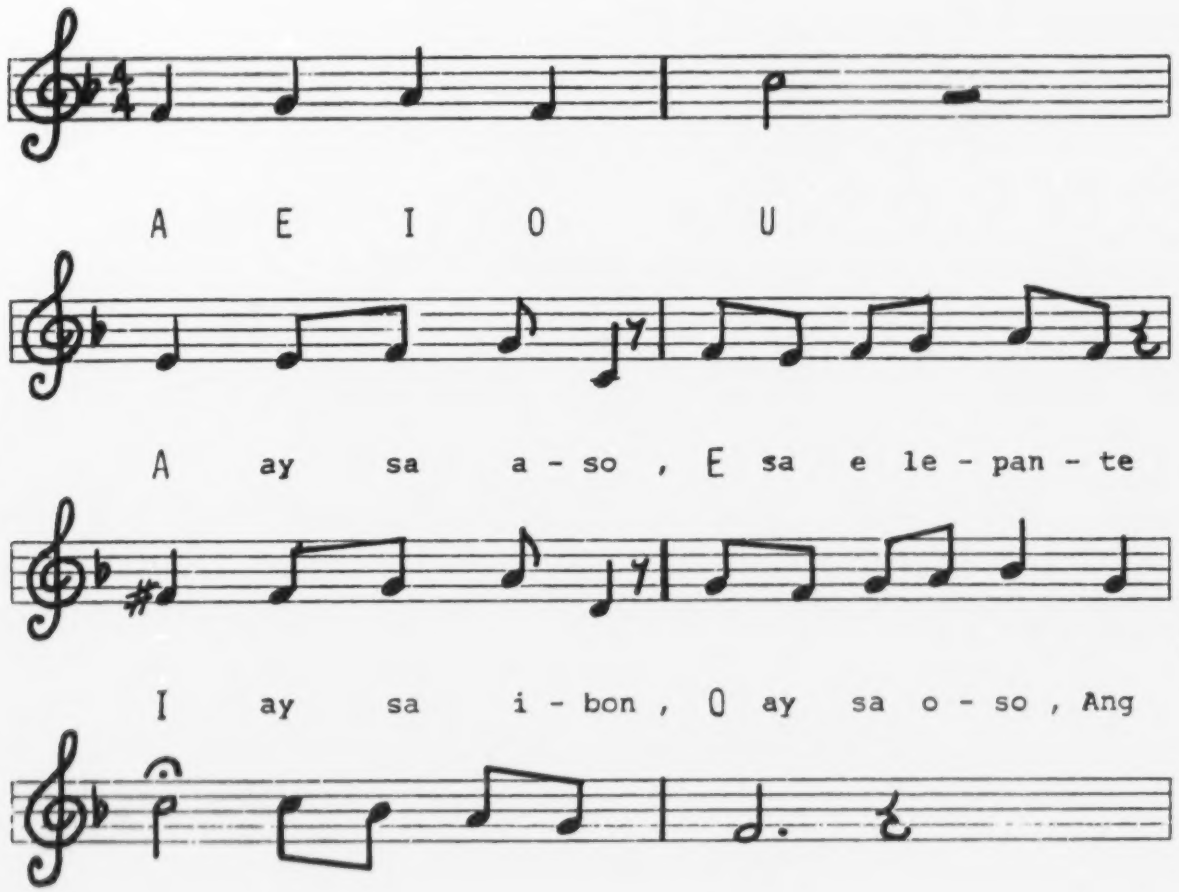
w

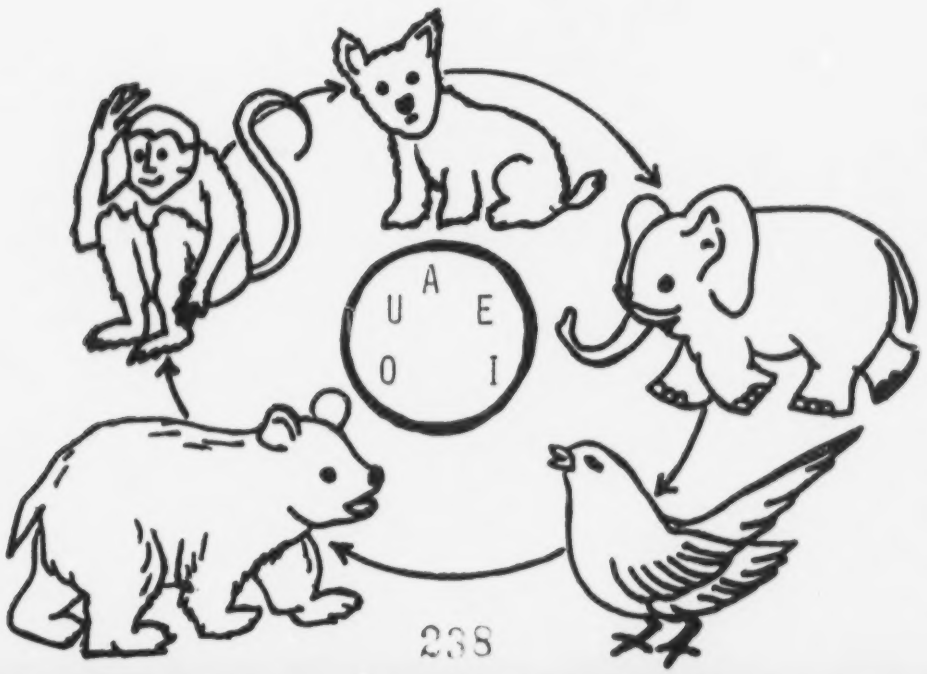
y

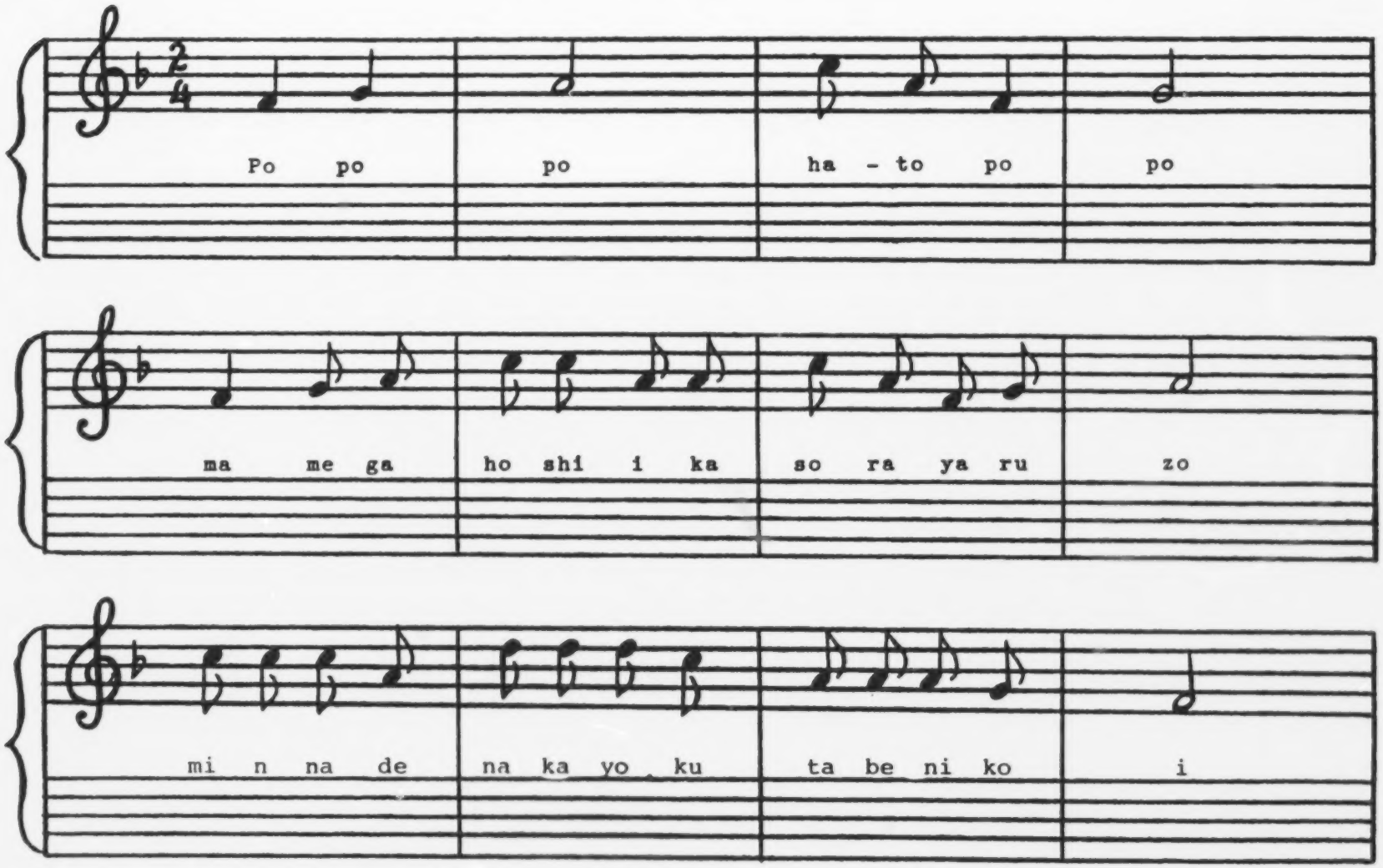
ABAKADA

234

235

236

237

A E I O U

A E I O U
A ay sa a - so , E sa e le - pan - te
I ay sa i - bon , O ay sa o - so , Ang
U , U ay sa ung - goy.


A
U E
O I

HATO (THE PIGEON - JAPANESE)

English translation:

Come, pigeon,
and have some food.

239

240

241

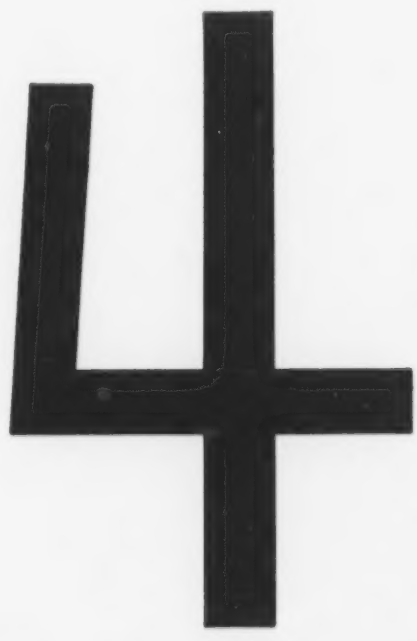
Materials for Unit 2
Mga Kagamitan para sa Yunit 2

242

isa

dalawa

tatlo

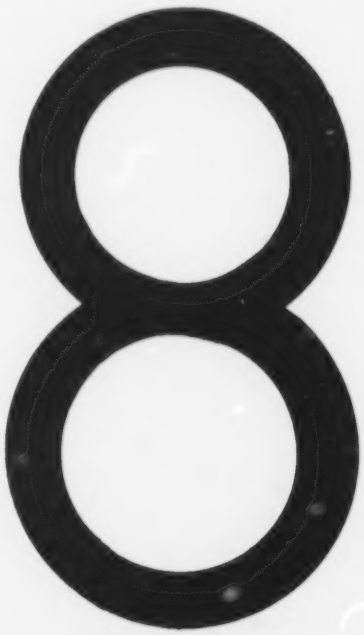


apat

lima

anim

pito

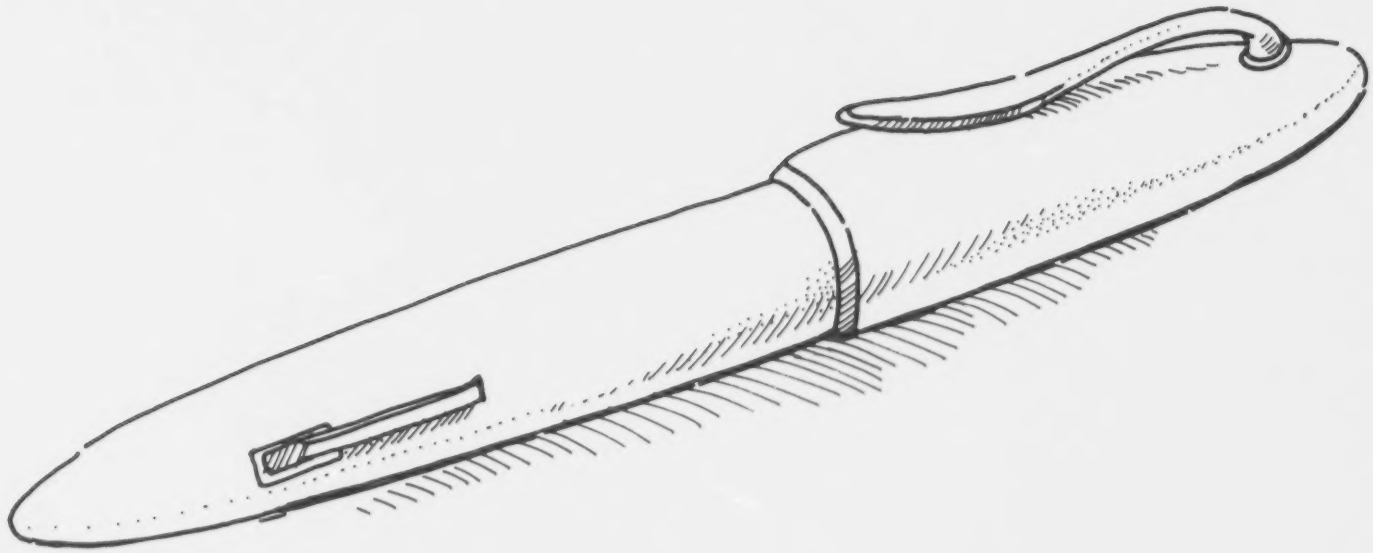


walo

siyam

sampu

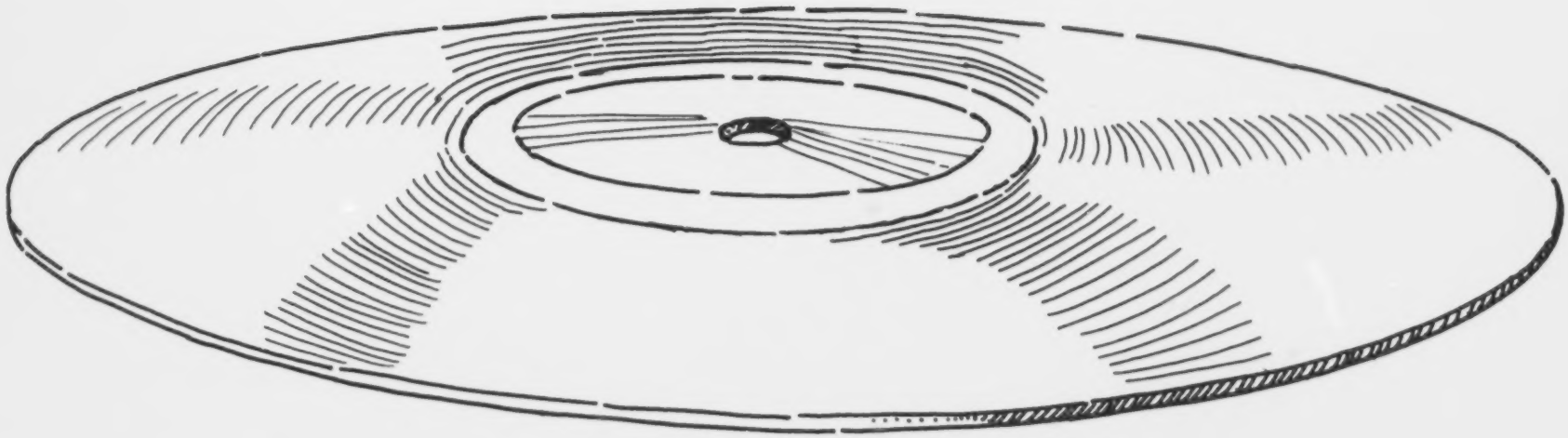
66



pluma

246

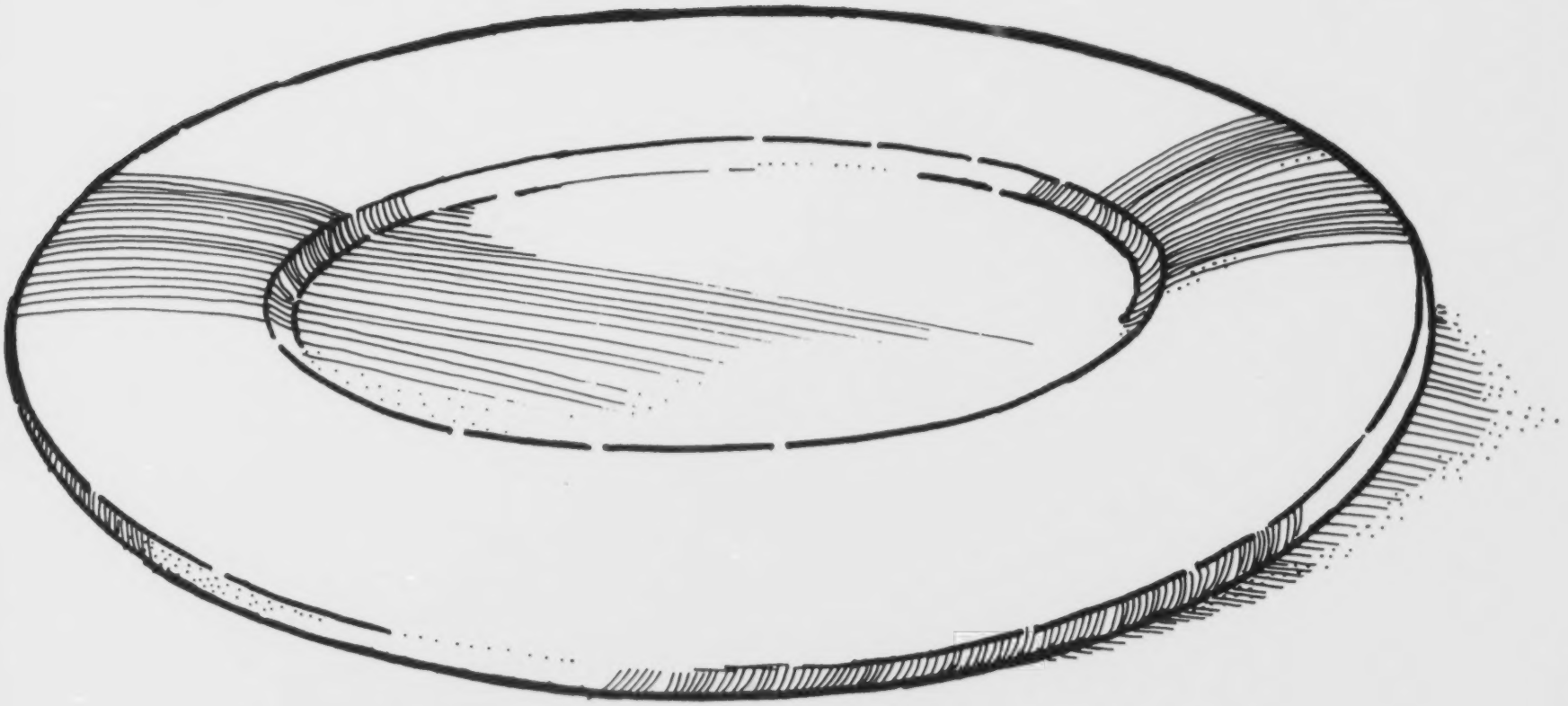
247



plaka

248

249



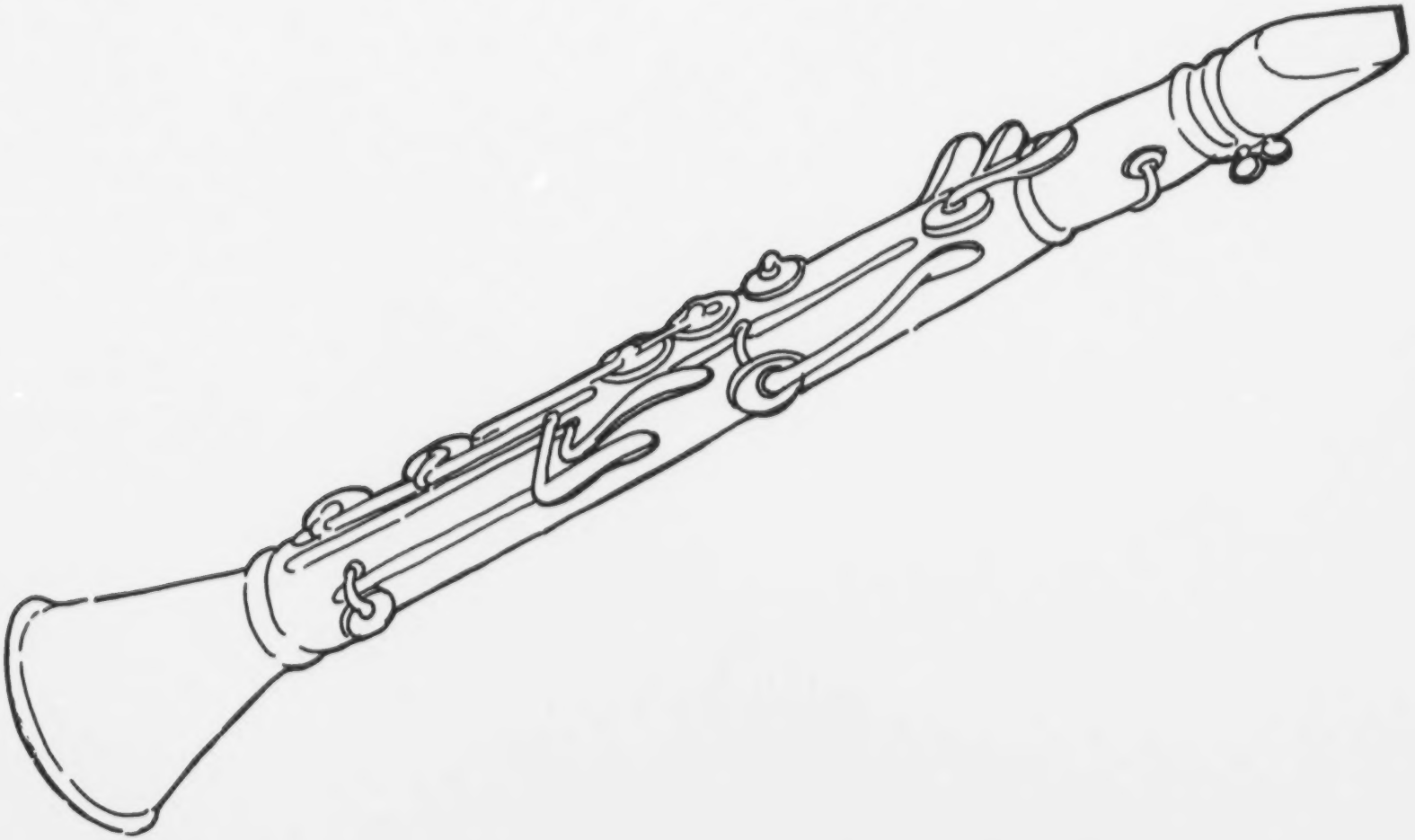
plato

250

251

klase

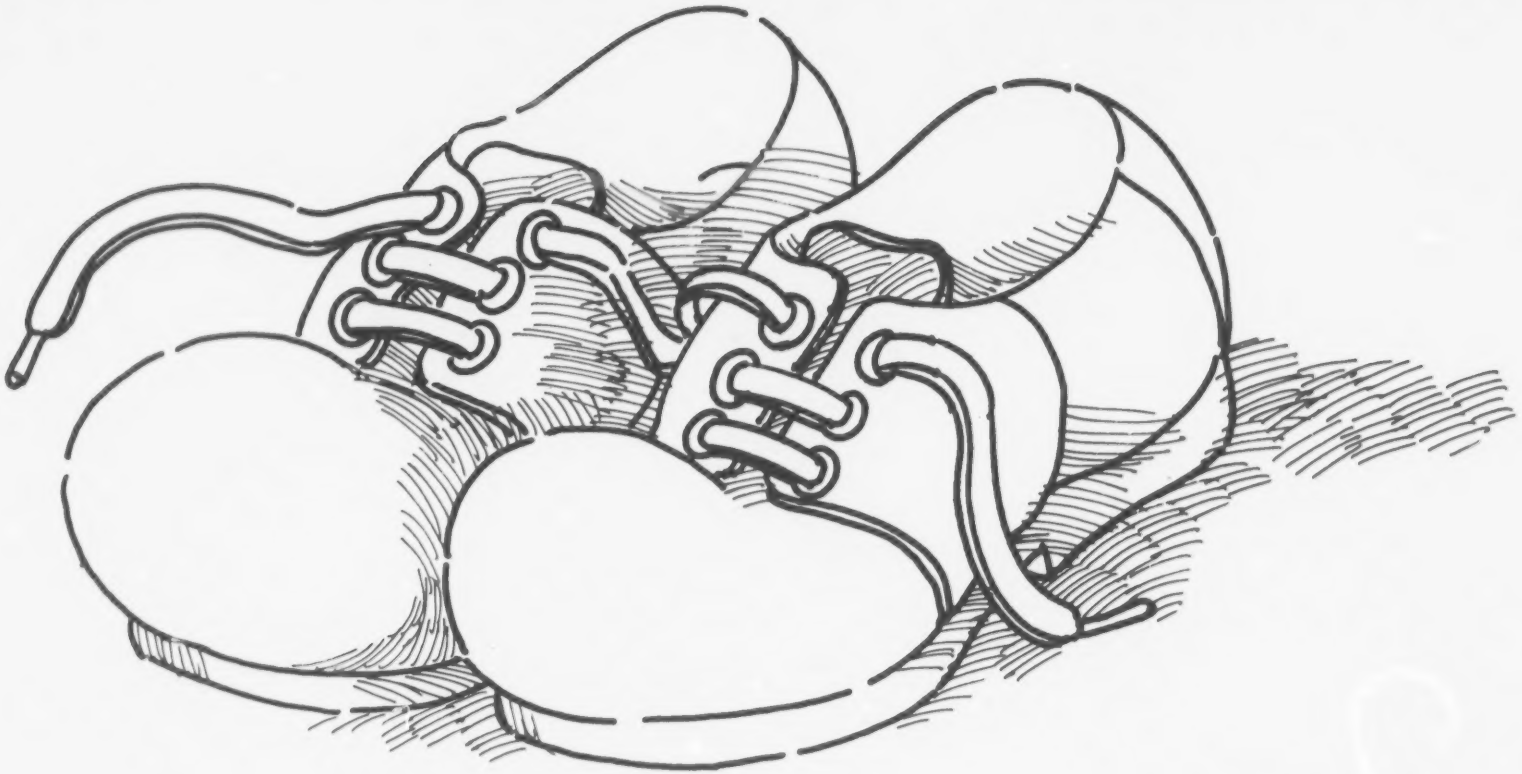
klinika



klarinete

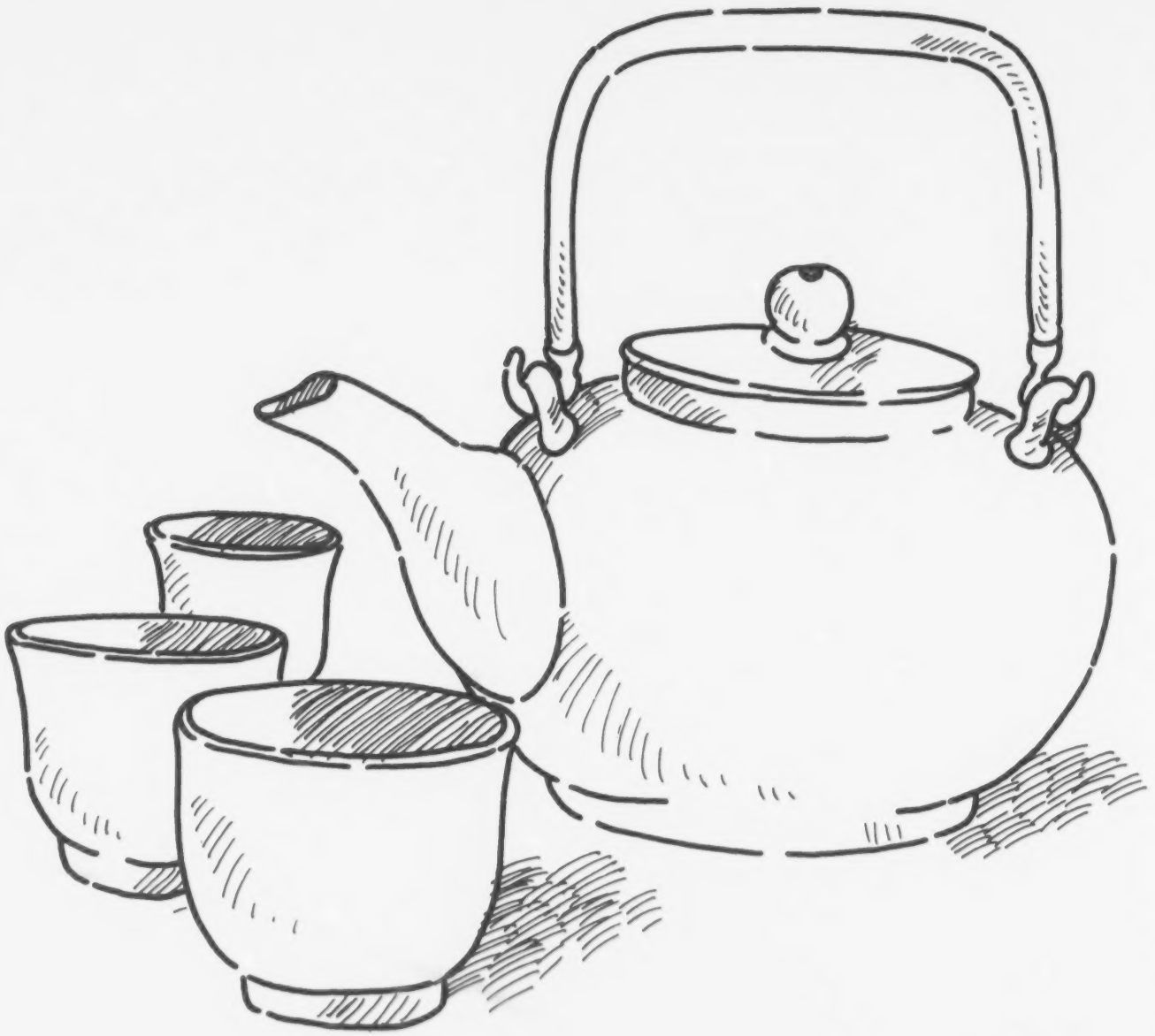
256

257



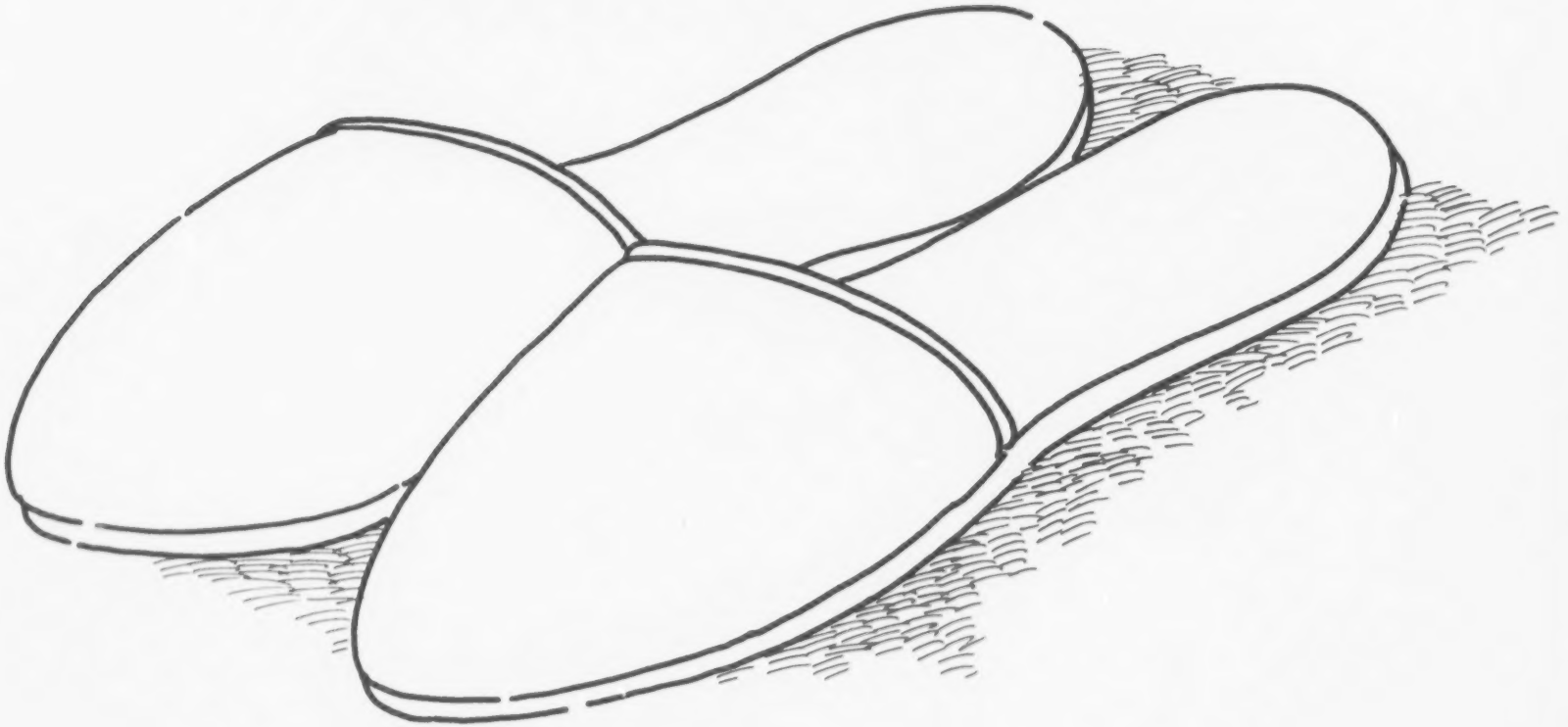
258

259



260

261



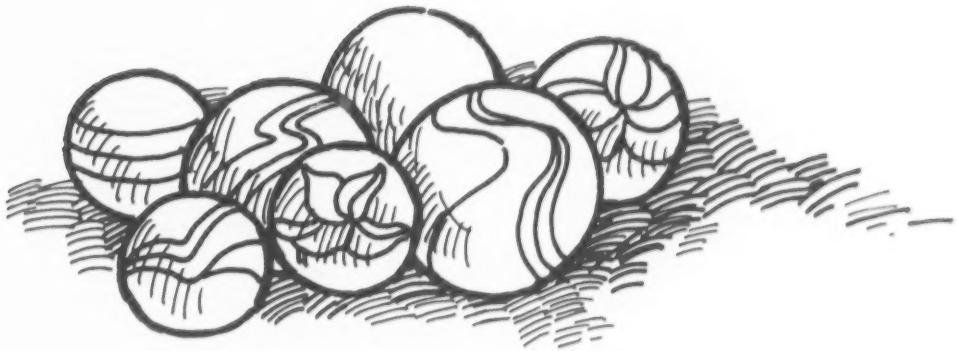
262

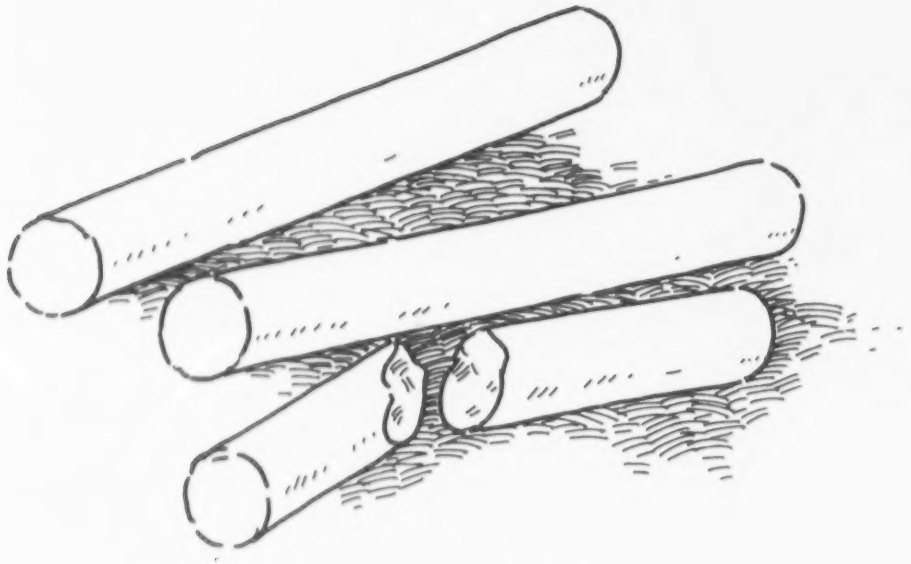
263

MILK

266

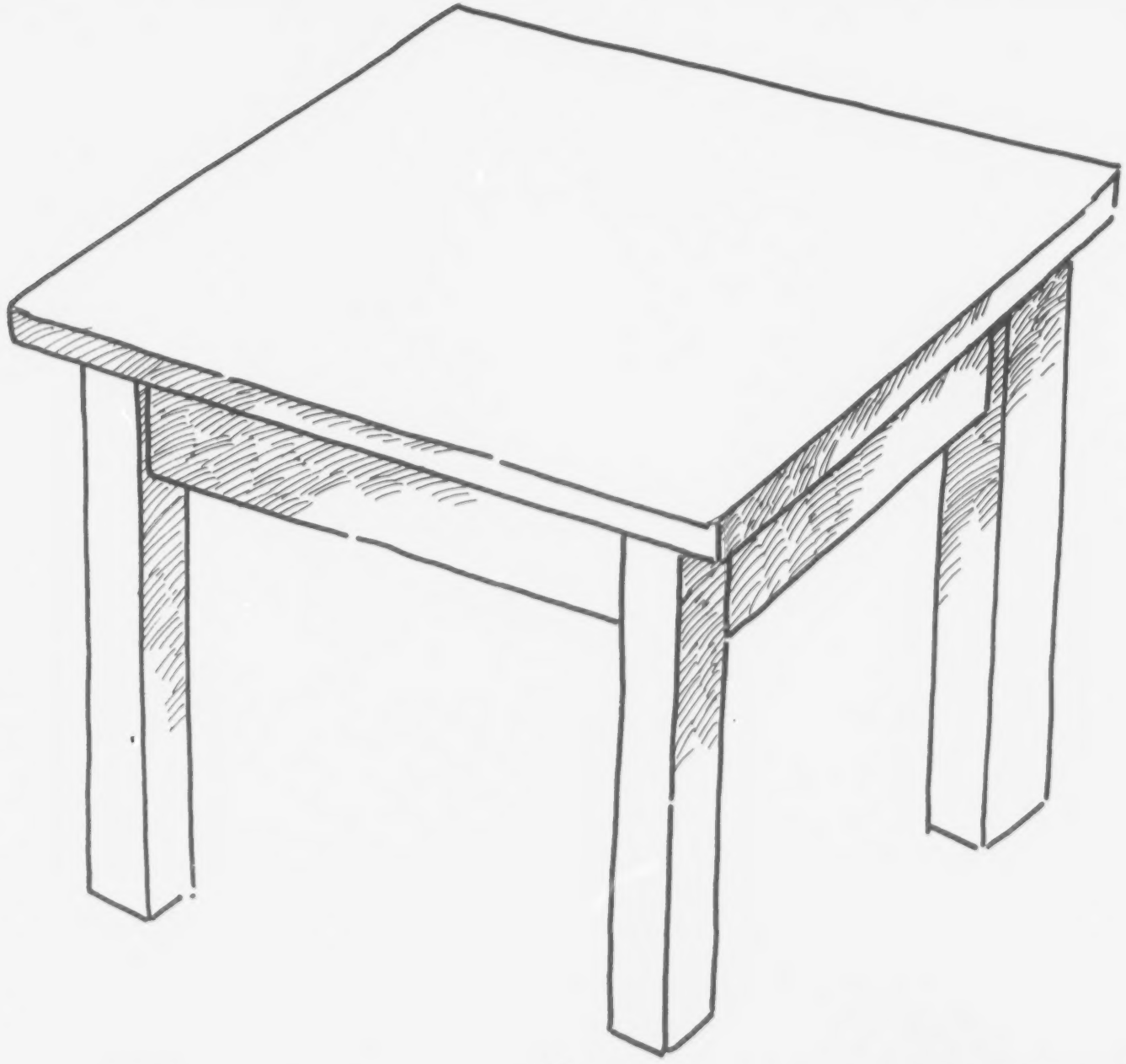
267





271

270



☆ U.S. GOVERNMENT PRINTING OFFICE: 1983-685-101/3218-400

GAWAING-AKLAT NG MAG-AARAL
STUDENT WORKBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Identity
Pagkakakilanlan

Asian American Bilingual Center

BEST COPY AVAILABLE

Identity
Pagkakakilanlan

GAWAING-AKLAT NG MAG-AARAL
STUDENT WORKBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Asian American Bilingual Center

Developed by

Asian American Bilingual Center
1414 Walnut Street, Room 9
Berkeley, CA 94709

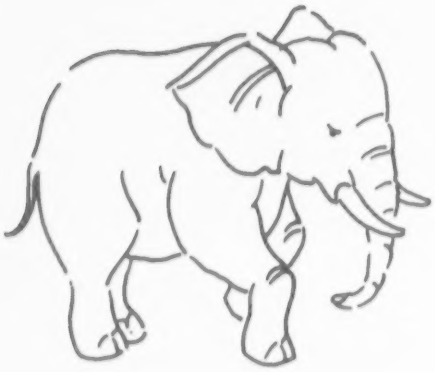
Voltaire Gungab, writer; Gloria Garcia, editor; Edna Jundis, Sam Lau, Chester Yoshida, illustrators; Susan Revier, paste-up; Joey Arcellana and Jonathan Hirabayashi, production.

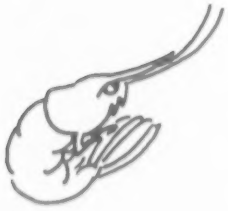
EVALUATION, DISSEMINATION, AND ASSESSMENT CENTER
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
5151 State University Drive
Los Angeles, CA 90032

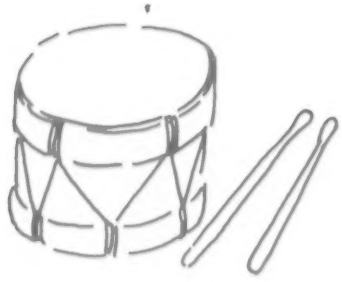
This publication was supported in whole or part by a grant to the Berkeley Unified School District from the US Department of Education under ESEA Title VII, the Bilingual Education Act. However, any views expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the federal government should be inferred.

© 1981 Berkeley Unified School District

ako si

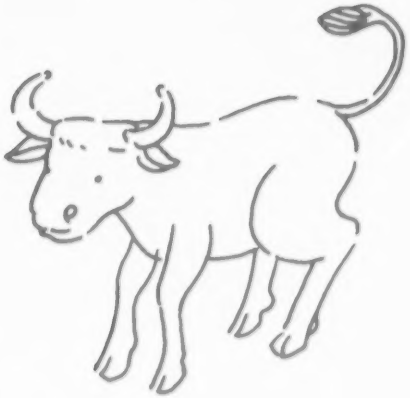


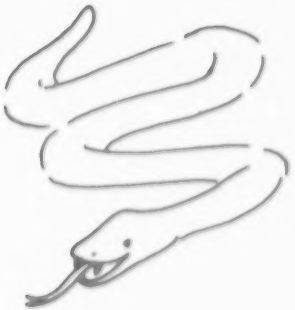




252

253





284

285

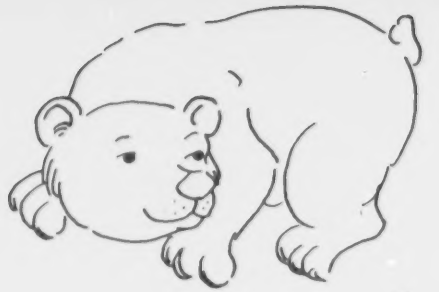
ours

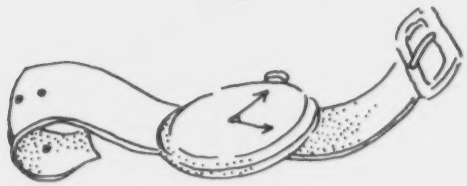
vela

oso

rato

bota





256

257

A a i	E e u	B b p	Y y u
M t m	W y w	H h l	T l t
G g n	Ng ng h	N m n	K k d
O u o	D p d	S r s	I l i
R r t	P p b	U u o	L l k

Ana

Rosa

Kim

Dan

Luis

Tito

Kapatid ni Nina si Tito

Mas malaki si Nina kaysa kay Tito

Mas maliit ang aso kaysa kay Tito

Sabihin ang pangalan ng mga titik:

a	b	k	d	e	g	h	i	l	m
n	ng	o	p	r	s	t	u	w	y

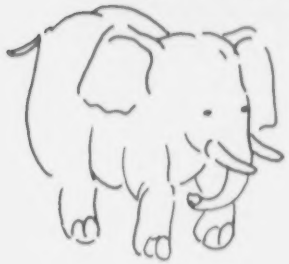
Isulat ang susunod sa titik:

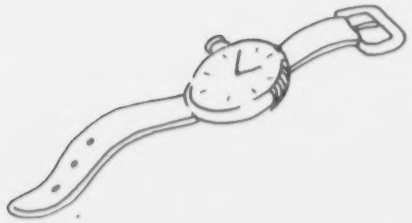
1. a b		5. p r	_____	9. m n	_____
2. t u	_____	6. h i	_____	10. u w	_____
3. n ng	_____	7. s t	_____	11. n ng	_____
4. d e	_____	8. g h	_____	12. o p	_____

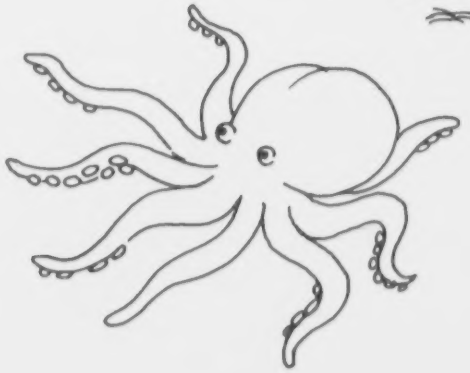
Isulat ang sinusundang titik:

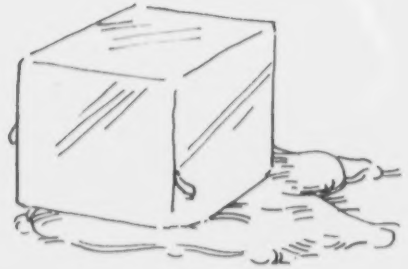
	b k	_____	w y	_____	k d
_____	o p	_____	m n	_____	t u
_____	g h	_____	d e	_____	nmg o
_____	l m	_____	u w	_____	h i

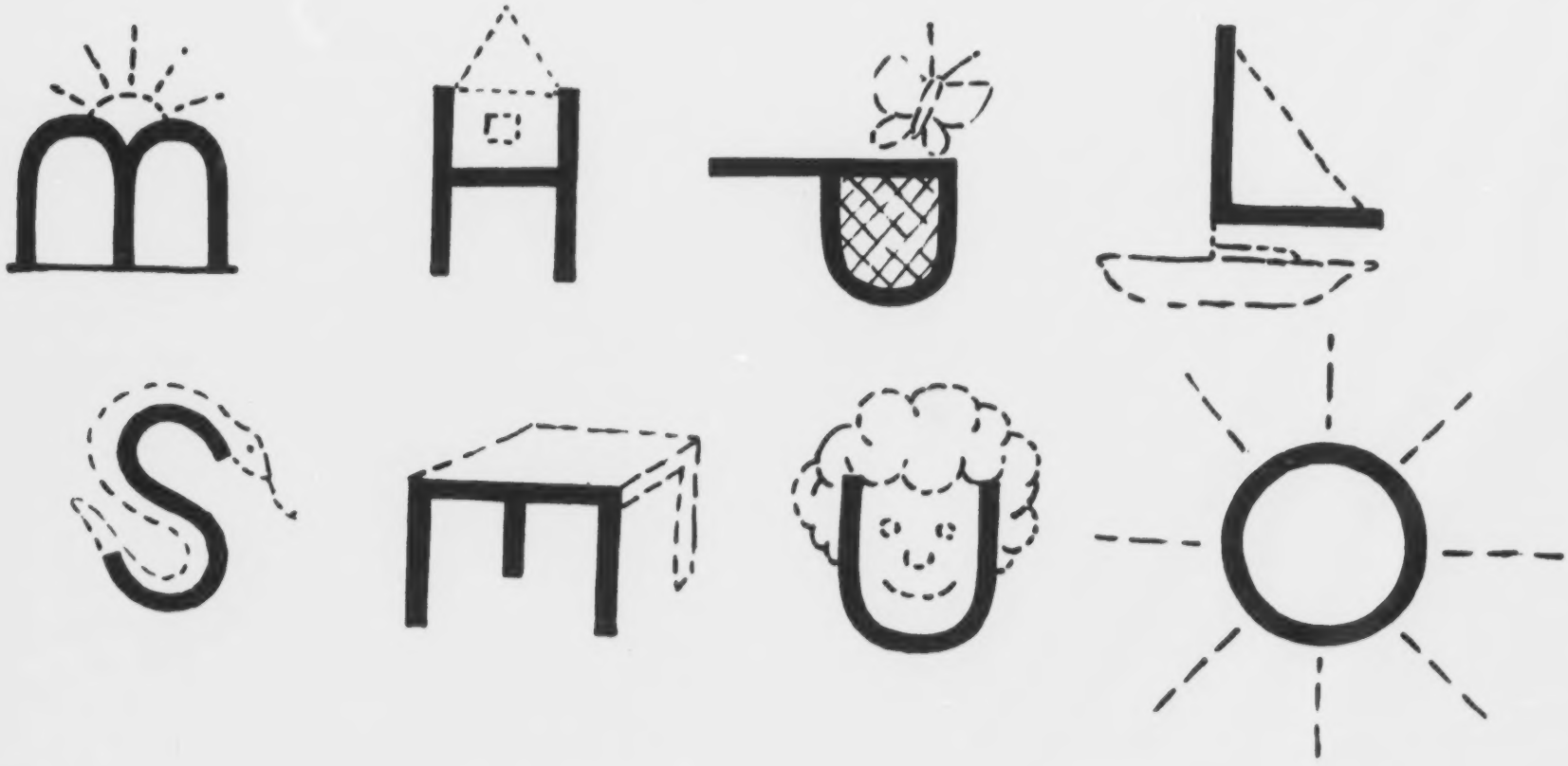
Sabihin ang pangalan ng bawat larawan. Kung nagsisimula sa patinig, isulat ang p sa ilalim. Kung nagsisimula sa katinig, isulat ang k sa ilalim.

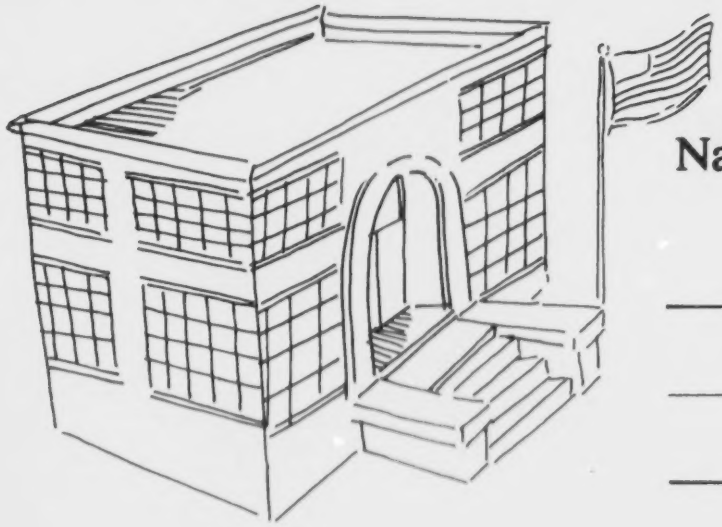












Nasa paaralan ako.

paaralan

Gusto kong

- magbasa
- magsulat

Gusto kong

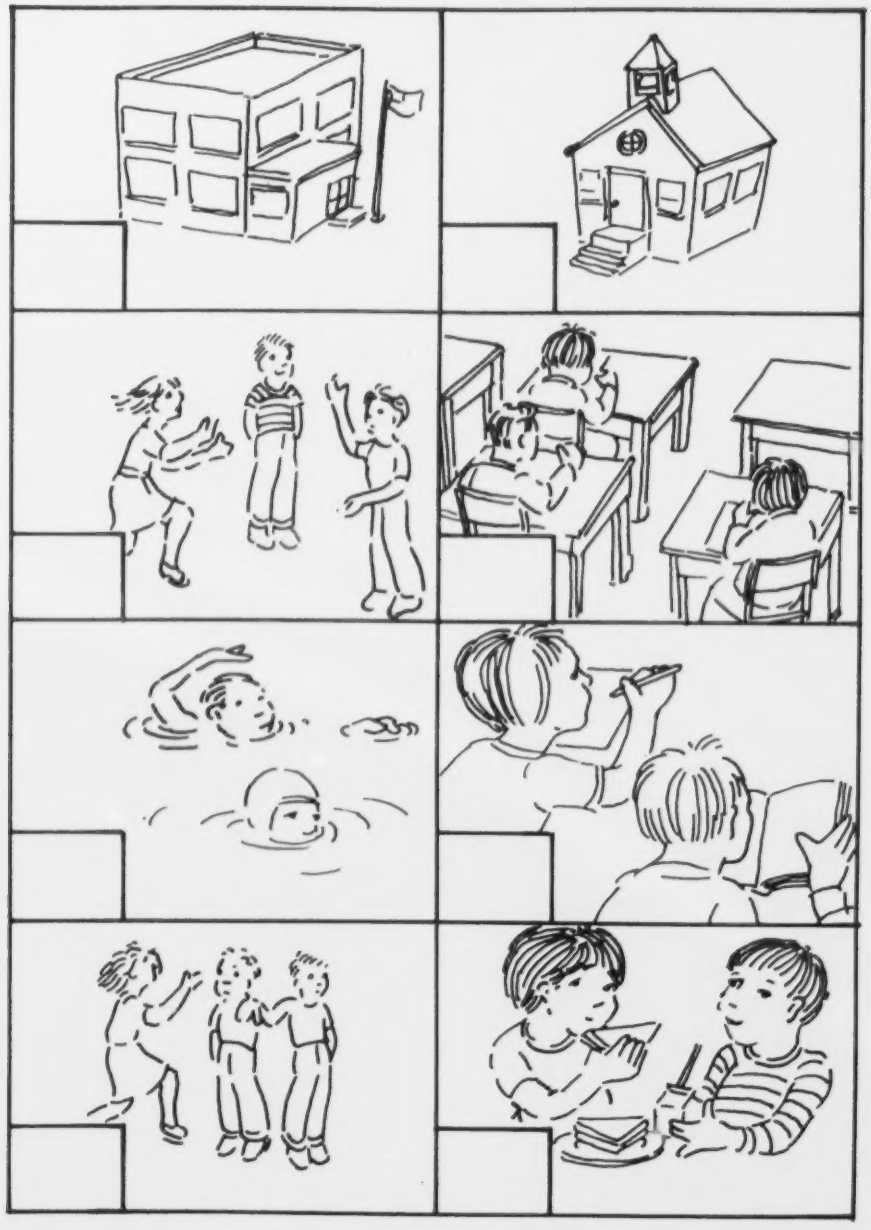
- mag-aral
- maglaro

malaking paaralan

mag-aral sa paaralan

magbasa at magsulat

maglaro sa paaralan



Isulat ang tamang titik sa patlang.

A __ K D __ G __ __ L M __

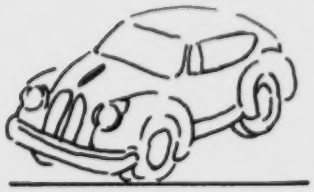
Ng __ P __ __ T __ W Y

---

a b __ d __ __ h __ l m __

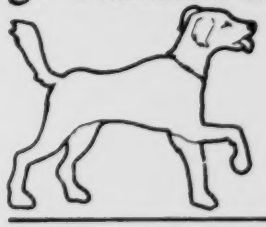
__ o p r __ t __ __ y

Isulat ang simulang tunog: Gamitin ang malaking titik



_____

_____



_____

_____

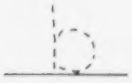
_____

Isulat ang mga titik ng Abakadang Pilipino:

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Isulat ang gitnang titik:

1. a		k	5. l	_____	n	9. u	_____	y
2. e	_____	h	6. p	_____	s	10. s	_____	u
3. o	_____	r	7. k	_____	e	11. ng	_____	p
4. n	_____	o	8. h	_____	l	12. g	_____	l

May mensaheng lihim dito. Para malaman ito tingnan ang mga titik. Sa ilalim ng bawat isa, isulat ang sumusunod na titik sa Abakada. Basahin ang mensahe.

l	y	w
M		

o	t	s	h	n

y	r	n̂g

k	h	s	n̂g

306

307

Isulat ang tamang salita sa patlang.
Kopyahin ang buong pangungusap.

May aso si

rosa
Rosa

Eto si

luis
Luis

Maliit si

tito
Tito

May kama si

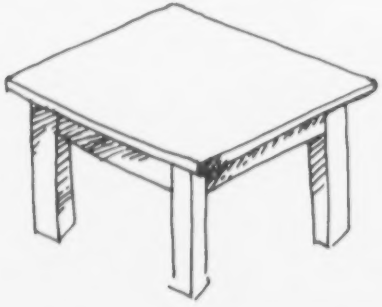
kim
Kim

Isulat ang tamang salita sa patlang.

Ito ang _____ ko.

_____ ko ito.

paaralan	Paaralan



_____ ni Nina ito.

Ito ang _____ ni Nina.

mesa	Mesa

Gusto ko ng _____ .

_____ ang gusto ko.

tambol	Tambol

Isulat ang tamang salita sa patlang:

_____ ang bola.

May_____ na bola dito

maliit	Maliit

Si Tito _____.

_____ si Tito.

ako	Ako

Ito ang _____ ko.

_____ ko ito.

kaibigan	Kaibigan

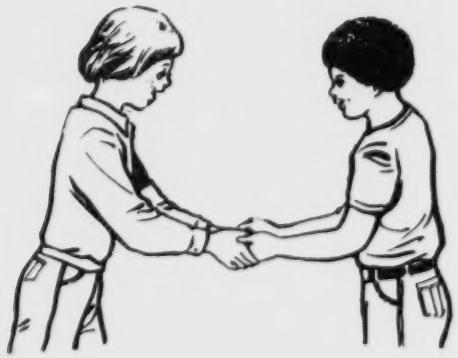
Kalaro ni Hiro sina Luis at Ben.

kalaro sina

May bola ang aso / bata

Maliit siya / si

kaibigan

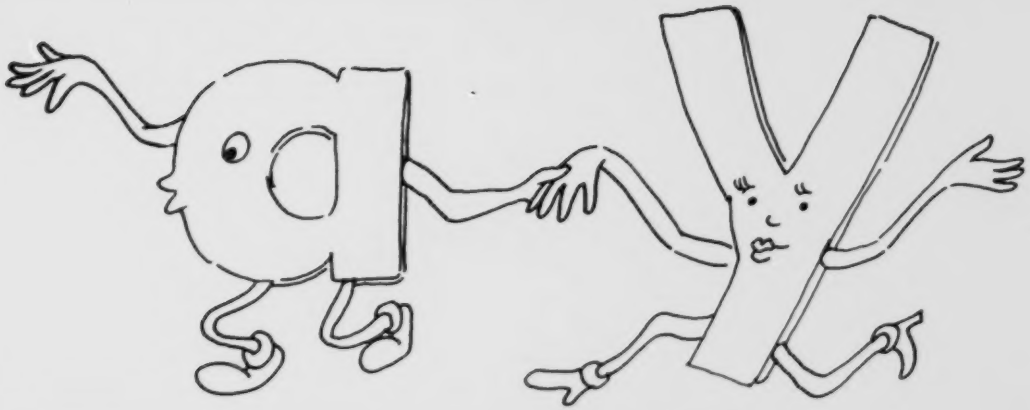


May maliit na bola si Hiro. ☐

May malaking bola si Luis. ☐

Gusto nilang maglaro ng bola. ☐

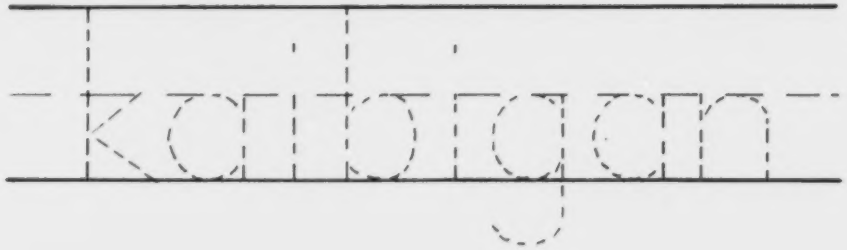
Mas maliit si Hiro kaysa kay Luis. ☐



nanay

tatay

bahay



Idrowing ang larawan ng iyong kaibigan.

Piliin ang tamang marka sa bawat kahon:

1. Malaki ang paaralan ☐

2. Ito sina Nina ☐ Rosa ☐ at Kim ☐

3. Aso ito ☐ Puti ang aso ☐

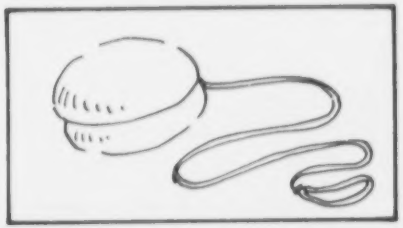
4. Gusto ko ng yo-yo ☐ relo ☐ at botas ☐

5. Ito ang mesa ni Nina ☐ Malaki ang mesa ☐

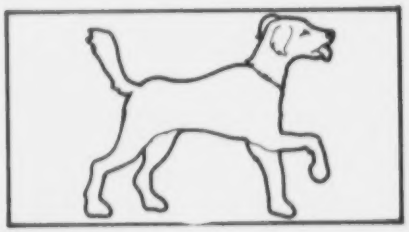
Ito ang pahinang nagsasabi kung ano ang mga kuwento sa libro. Basahin ang pamagat ng kuwento at ang bilang ng pahina. Hanapin ang larawang nagsasabi ng tungkol sa kuwento. Isulat ang bilang ng pahina sa larawan.

NILALAMAN

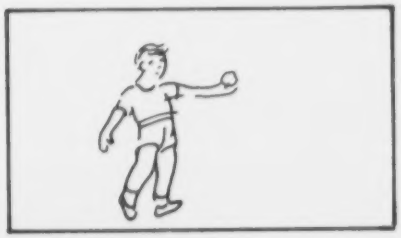
Mga Kuwento	Pahina
Ang Paaralan	3
May Bola si Tito	7
Ang Aso ni Nina	11
Gusto kong Mag-aral	15
Nasaan ang Pusa?	19
Ang Yoyo	24



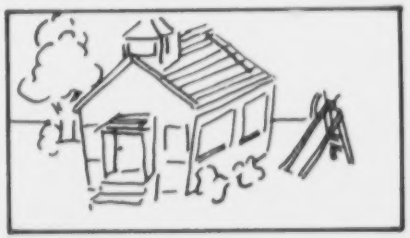
Pahina _____



Pahina _____

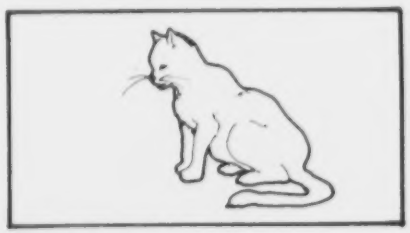


Pahina _____



Pahina _____

Pahina _____



Pahina _____

Nasa bahay ang nanay at tatay.
Taga-Pilipinas sila.

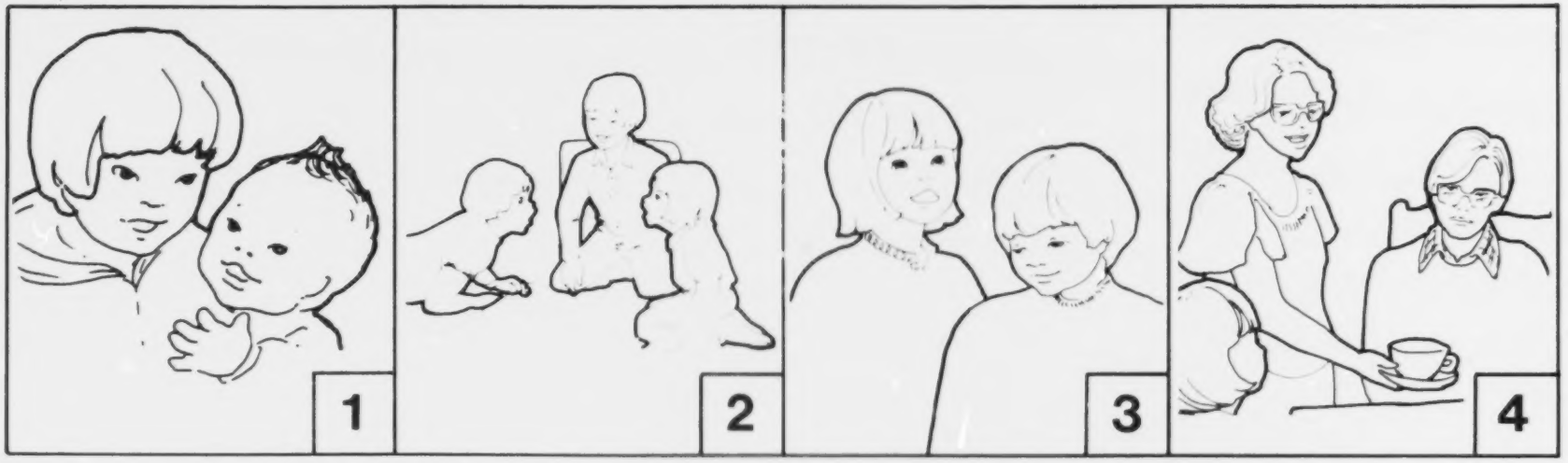
Pilipinas bahay

Si Bebe ang pinsan

ni Nina

May relo siya / sila

May relo siya / sila



Ito ang nanay at tatay ni Nina. ☐

Gusto ng mga batang maglaro sa bahay. ☐

May isang kapatid si Eddie. ☐

Si Tito ang kapatid ni Nina. ☐

Mag kasama sina Luis at Hiro.

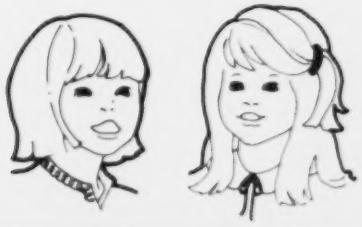
Mag kalaro sina Rosa at Kim.

Mag pinsan sina Eddie at Nina.

Mag kaibigan sina Ben at Luis.

siya

sila

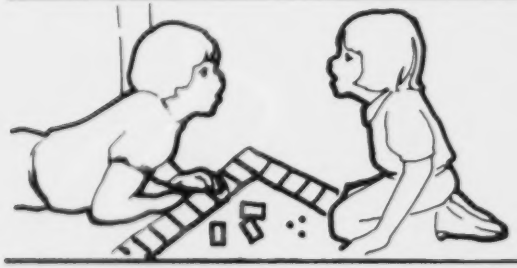


Magkalaro sina Kim at Nina.

Magkalaro _____ .

May kapatid si Eddie.

Mas malaki _____ .



Dalawa ang mga bata sa bahay.

Magkapatid _____ .

Ito ang tatay at nanay ko.

Taga-Pilipinas _____ .

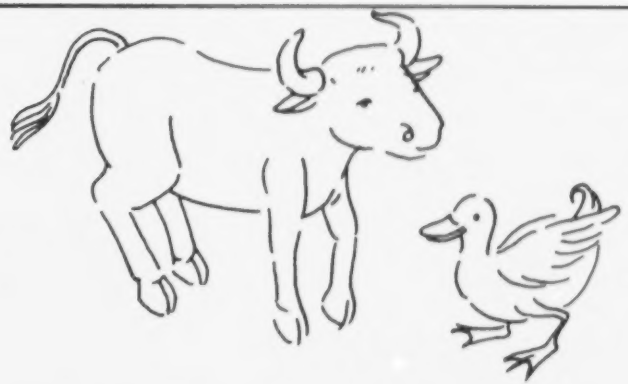
Mga pamagat ng kuwento ito. Isulat ang tamang salita sa patlang.

Ang _____ ni Tito

bola Bola

Ang _____ Ko

pamilya Pamilya



Ang _____ at ang _____

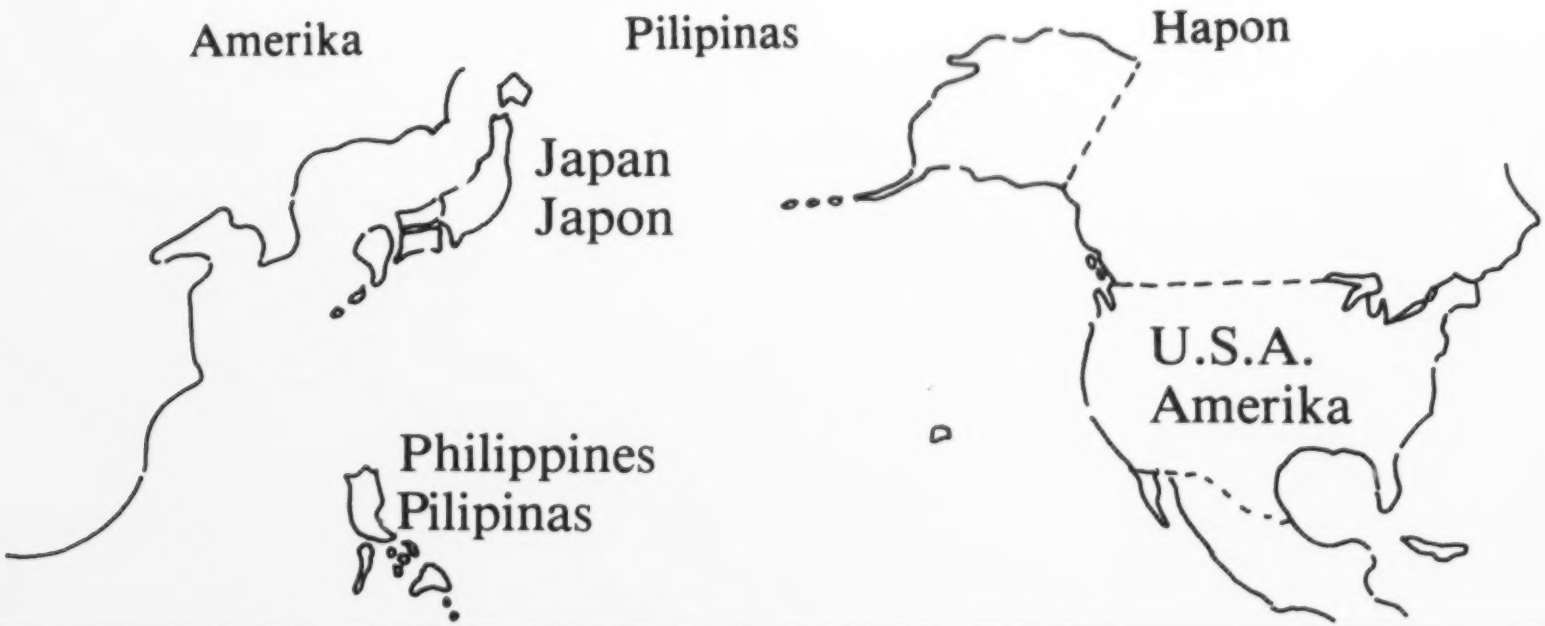
baka Baka

pato Pato

Ang _____ Bola

malaking Malaking

Basahin ang mga salitang ito. Hanapin sa mapa ang mga lugar (bansa) na ito. Maglagay ng guhit mula sa salita patungo sa tamang lugar sa mapa.



Sagutin ang mga tanong. Bilugan ang tamang sagot.

1. Taga-saan si Hiro?	Hapon	Pilipinas
2. Taga-saan sina Nina?	Amerika	Pilipinas
3. Saan ka nakatira ngayon?	Amerika	Hapon

kaarawan

Kaarawan ni Rosa ngayon.

	paaralan	**regalo**
handa	**Pilipinas**	**Eddie**
		aso **pagkain**

mag laro

mag linis

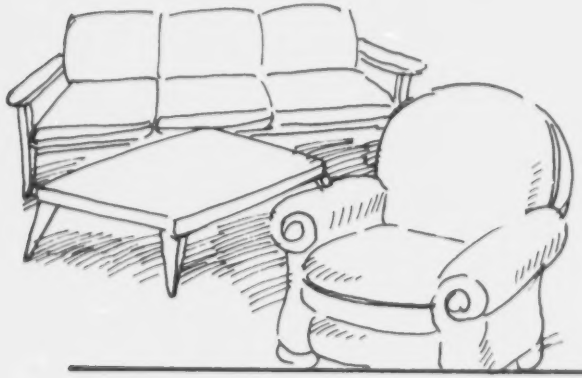
mag luto

Maglaro tayo

Ito ang nanay ni Rosa.

Ito ang tatay ni Rosa.

Ito ang kapatid ni Rosa.



May handa si Rosa sa Paaralan.

May handa si Rosa sa damo.

May handa si Rosa sa bahay.

May regalo sa mesa.

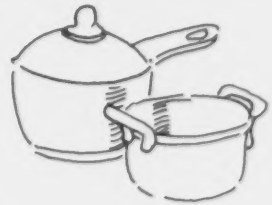
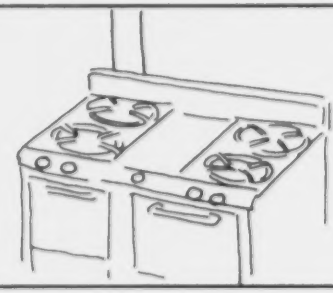
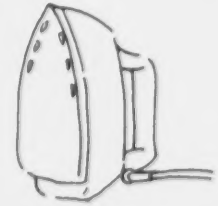
May pagkain sa mesa.

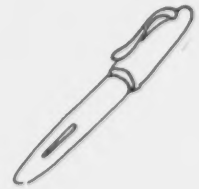
May bola sa mesa.

Underline Sentences

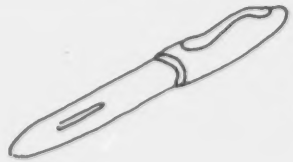
plaka

plaka



May pagkain
sa pl _____.

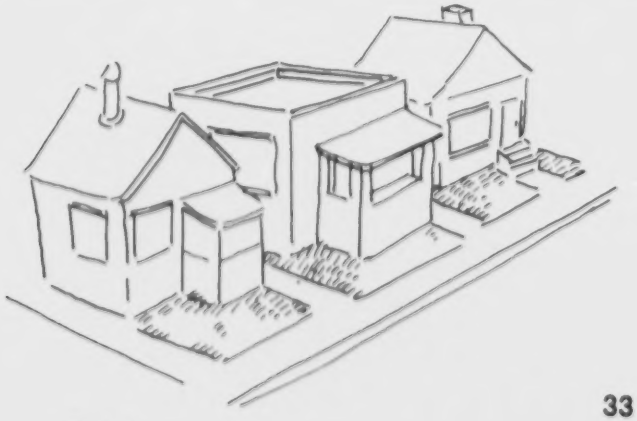


regalo

mga regalo

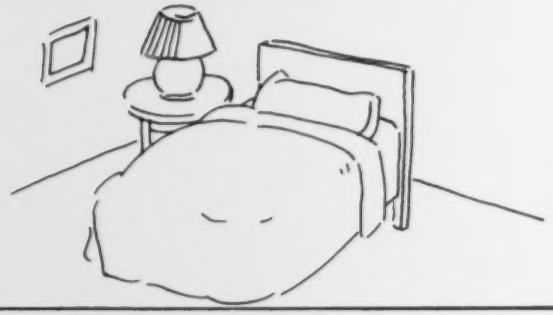
bata

mga bata



mga bahay

Tingnan ang mga larawan. Basahin ang mga pamagat sa ibaba. Piliin ang nararapat na pamagat para sa bawat larawan. Isulat ito sa ilalim.



Ang Bolang Maliit	Mga Pusang Itim
Maglaro Tayo	Ang Kama Ni Kim

eroplano		bago
Amerika	tiyo	papunta

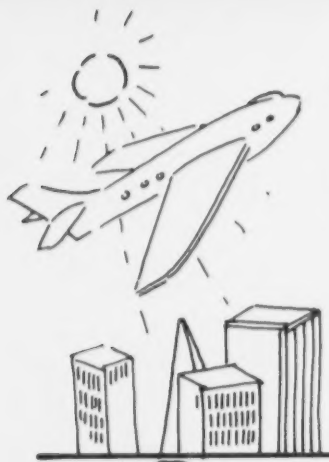
Malaki ang eroplano.

Papunta ang eroplano

sa Amerika

Ito ang tiyo ni Kim.

Bago ba ang bola ni Kim?



Papunta ang eroplano nina Kim sa Pilipinas.

Papunta ang eroplano nina Kim sa Amerika.

Papunta ang eroplano nina Kim sa Hapon.

Ito ang tiyo ni Kim.

Ito ang pinsan ni Kim.

Ito ang kapatid ni Kim.

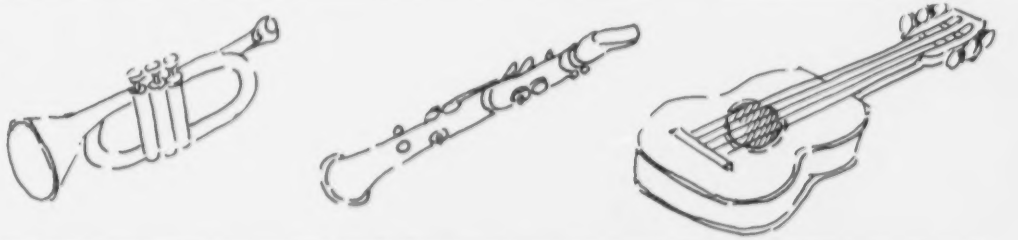
Paaralan ito ni Kim.

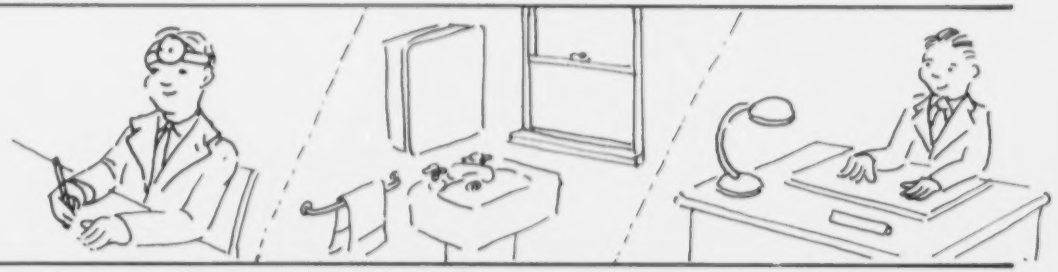
Eroplano ito ni Kim.

Bahay ito ni Kim.

klase

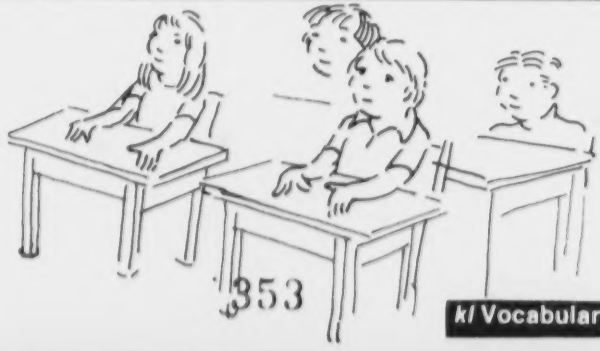
klase





Nasa kl _____

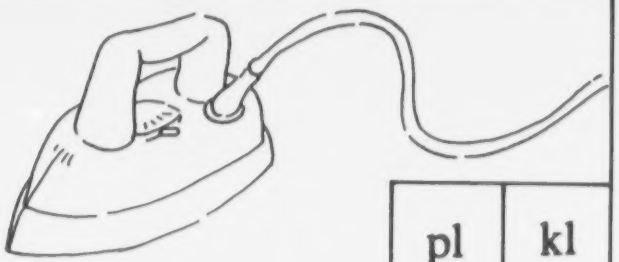
ang mga bata.



352

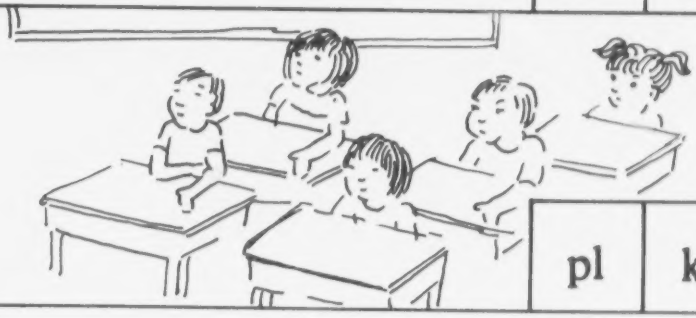
353

kl Vocabulary

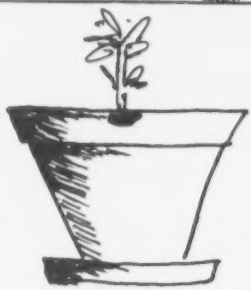


pl kl

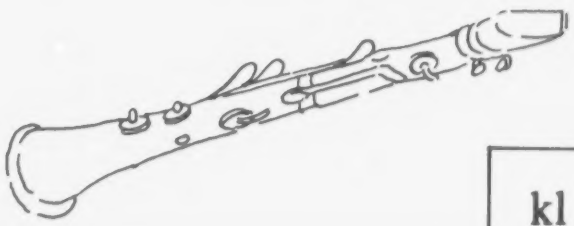
kl pl



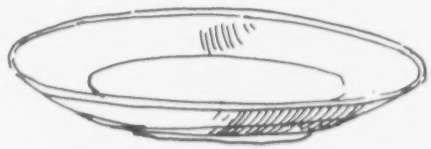
pl kl



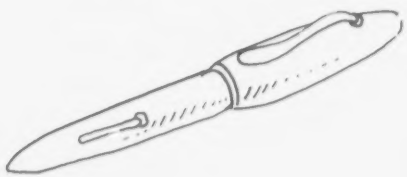
kl pl



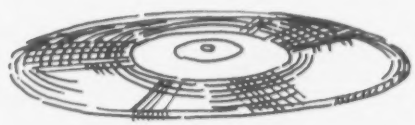
kl pl



pl kl

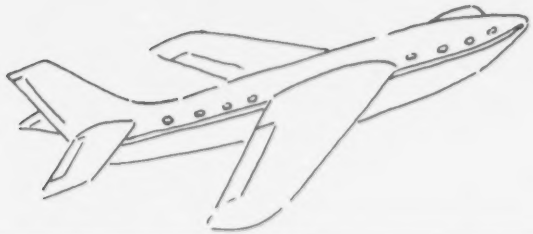


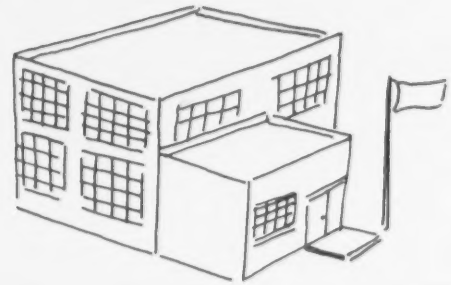
pl kl

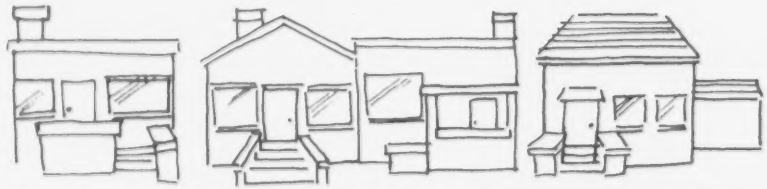


pl kl

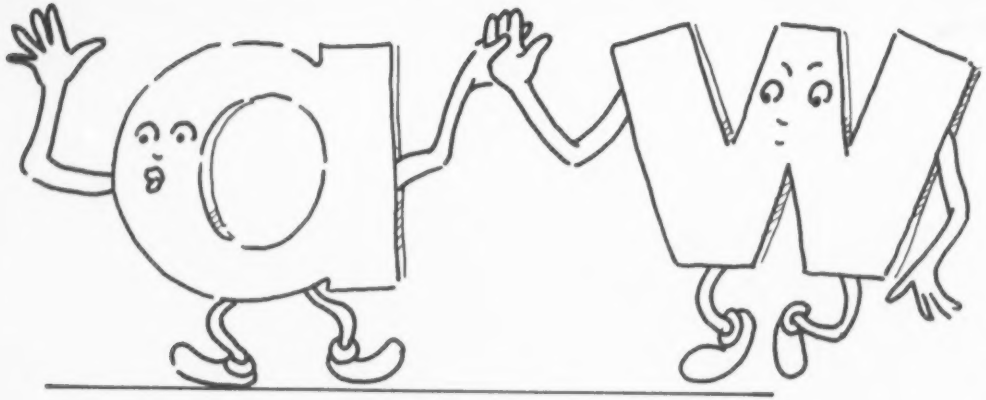
Tingnan ang mga larawan. Basahin ang mga pamagat sa ibaba. Piliin ang nararapat na pamagat para sa bawat larawan. Isulat ito sa ilalim.







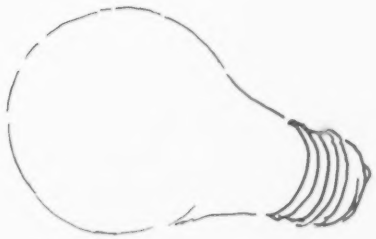
Sa Paaralan	Ang Malaking Eroplano
Apat na Bahay	Ang Kapatid ni Kim

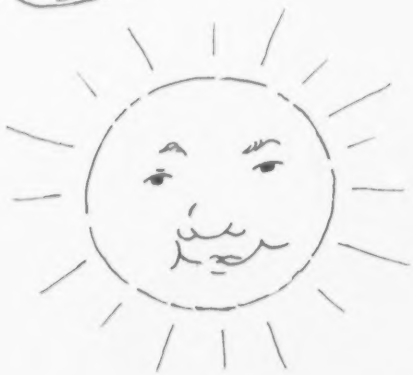


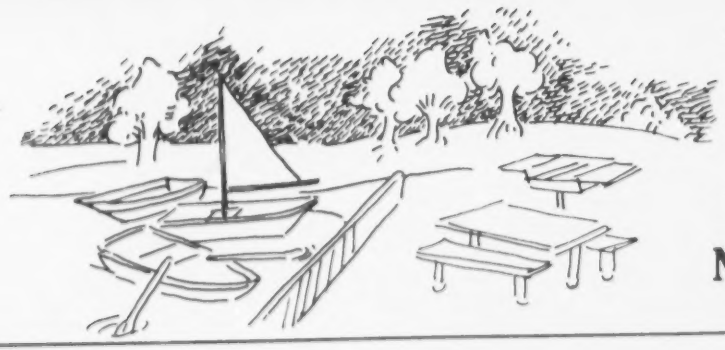
aw

d aw

s t aw





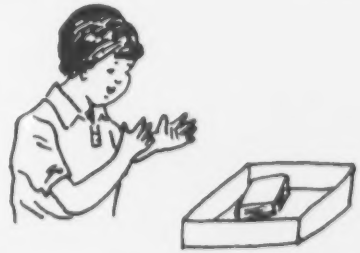


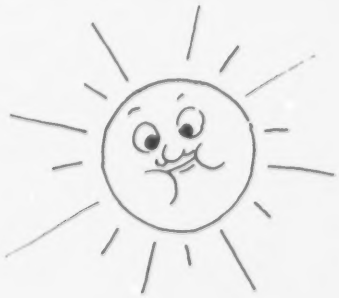
liwasan

Maglaro tayo sa liwasan.

Gusto ni Luis na maglakad.

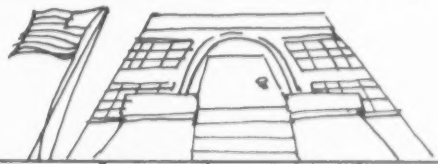
Nakita ko ang bola.





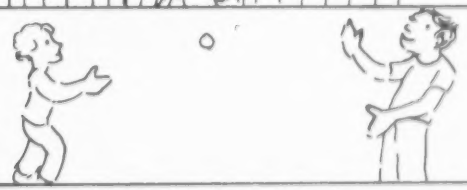
ang araw

Ano ang Nakita Nila?

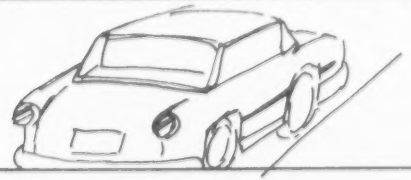


Nakita nina Ben ang paaralan.

Papunta sila sa liwasan.



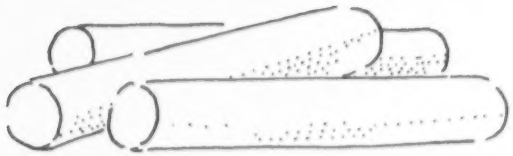
Magkaibigan sina Ben at Luis.



Nakita nila ang eroplano.

362

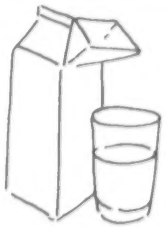
363



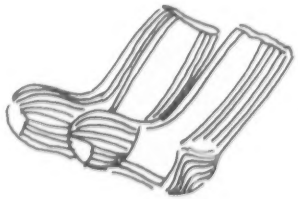
tsok

tsok

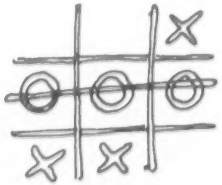
ts

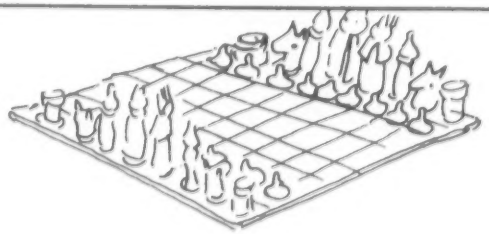


ts

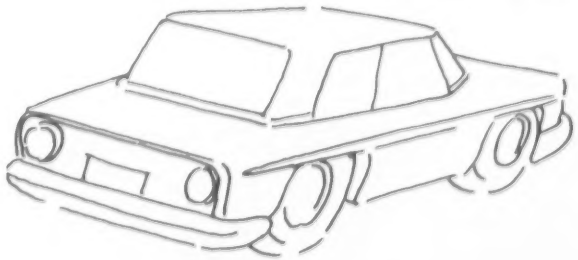


ts





May kotse sina Ben.

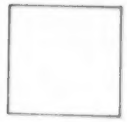


364

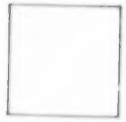
365

ka | sa | ma

3

liwasan 

sabi

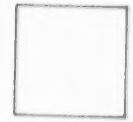
nakita 

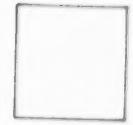
maglakad

araw

Rosa

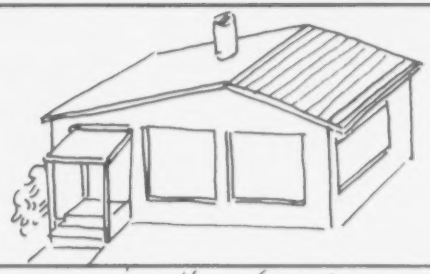
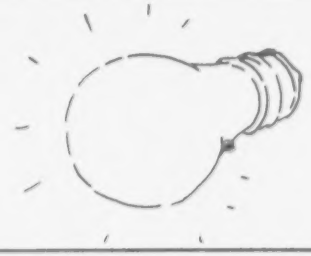
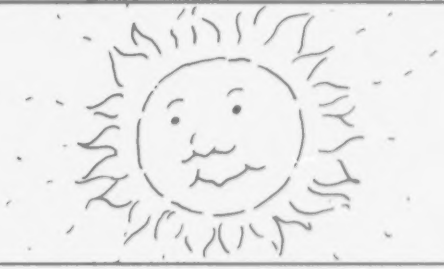
Ben

kaibigan 

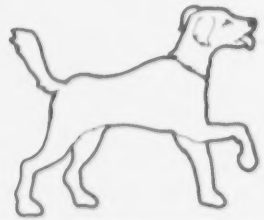
Pilipinas 

nanay

Tingnan ang larawan. Bigkasin ang salita. Bilugan ang tamang tunog na nasa hulihan ng salita.

	ay aw		aw ay
	ay aw		ay aw
	aw ay		ay aw
	aw ay		aw ay

Tingnan ang mga larawan. Basahin ang mga pamagat sa ibaba. Piliin ang nararapat na pamagat para sa bawat larawan. Isulat ito sa ilalim.

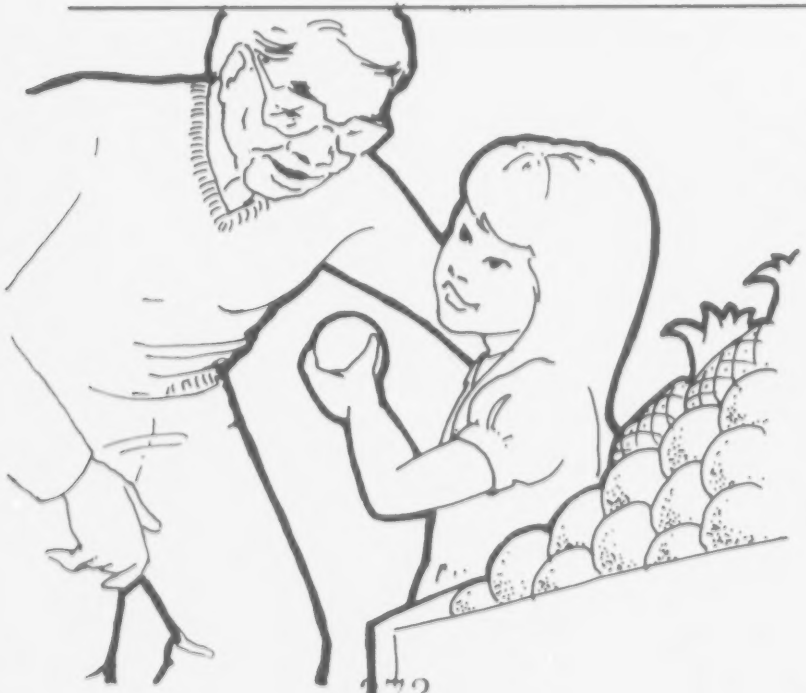


Sa Liwasan	Ang Klase ni Ben
Ang Araw	Maliit na Aso

Naku! Maraming tao sa tindahan!

naku tao

maraming tindahan



Taga-Pilipinas si Anne.

Intsik ang pamilya ni Anne.

Nasa Chinatown si Anne.

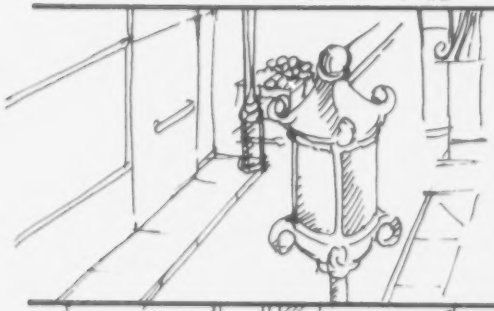
Hapon ang pamilya ni Anne.

Nasa paaralan si Anne.

Taga-Hongkong si Anne.

Kaibigan nina Rosa at Kim

si Dolores.
si Anne.
si Mary.



Gustong magpunta ni Anne

sa paaralan.
sa liwasan.
sa Chinatown.

Sa Chinatown, nakita nila

ang mga eroplano.
ang mga bahay.
ang mga tindahan.

Sa Chinatown, nakita nila

ang nanay ni Anne.
ang tatay ni Anne.
ang kapatid ni Anne.

374

375

blusa

blusa

globo

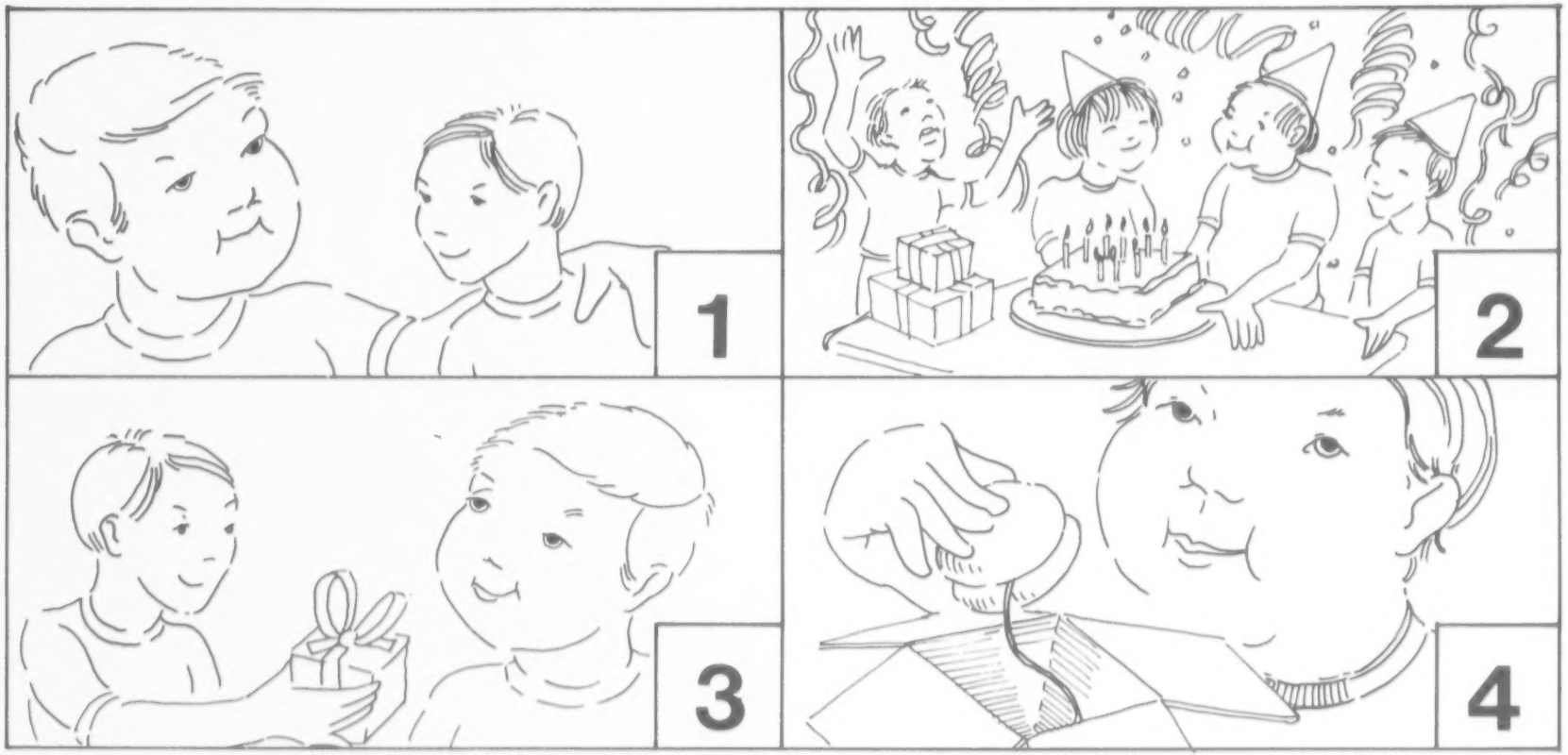
globo

bl

gl

376

377



Si Malaki at si Maliit

May regalo si Maliit	☐
Kaarawan ni Malaki ngayon.	☐
Magkaibigan sina Malaki at Maliit.	☐
Yoyo ang regalo ni Maliit.	☐

li | wa | san

3

pagkain

bahay

Amerika

Hongkong

tatay

sitaw

ano

regalo

may

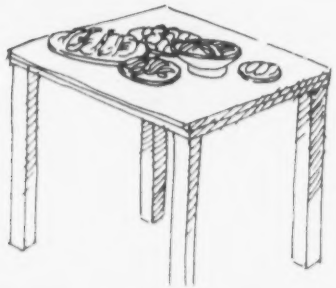
magkaibigan

380

381

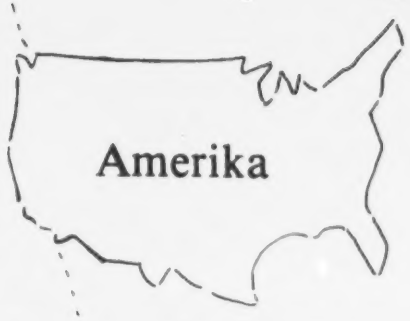
ano aso araw	plaka plato pluma	tsa tses tsok
kaibigan kasama kalaro	nanay tatay bahay	pagkain paaralan papunta
liwasan paaralan simbahan	tiyo tatay tindahan	magbasa maglakad magsulat

Tingnan ang mga larawan. Basahin ang mga pamagat sa ibaba. Piliin ang nararapat na pamagat para sa bawat larawan. Isulat ito sa ilalim.



Ang Tindahan Pagkain sa Mesa
Ang Mga Tao sa Bahay Nakita Ko Ang Pusa

Alam mo ba na Ingles ang wika sa Amerika?



wika

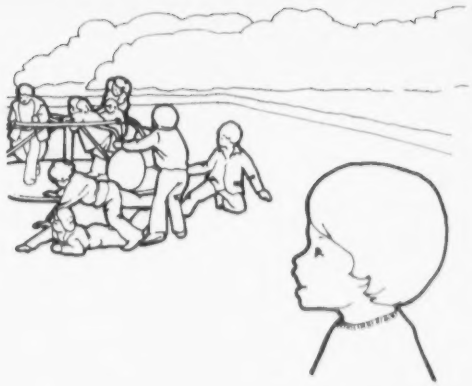
alam

Ingles

Ano ang wika sa Pilipinas? Intsik

Hongkong? Hapon

Hapon? Pilipino



Nakita ni Luis ang mga bata sa paaralan.

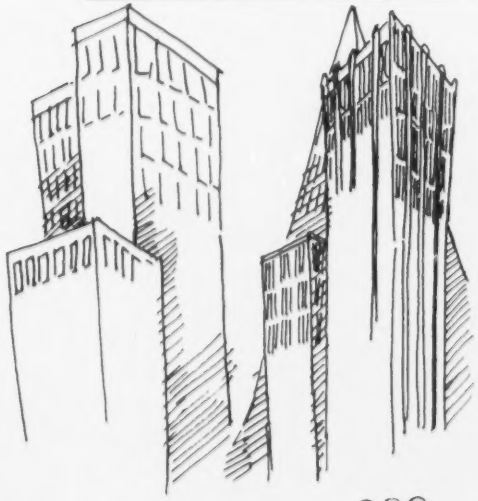
Nakita ni Luis ang mga bata sa tindahan.

Nakita ni Luis ang mga bata sa liwasan.

Pilipino ang wika ni Hiro.

Hapon ang wika ni Hiro.

Intsik ang wika ni Hiro.



Dito sa Amerika, Hapon ang wika.

Dito sa Amerika, Pilipino ang wika.

Dito sa Amerika, Ingles ang wika.

finda han

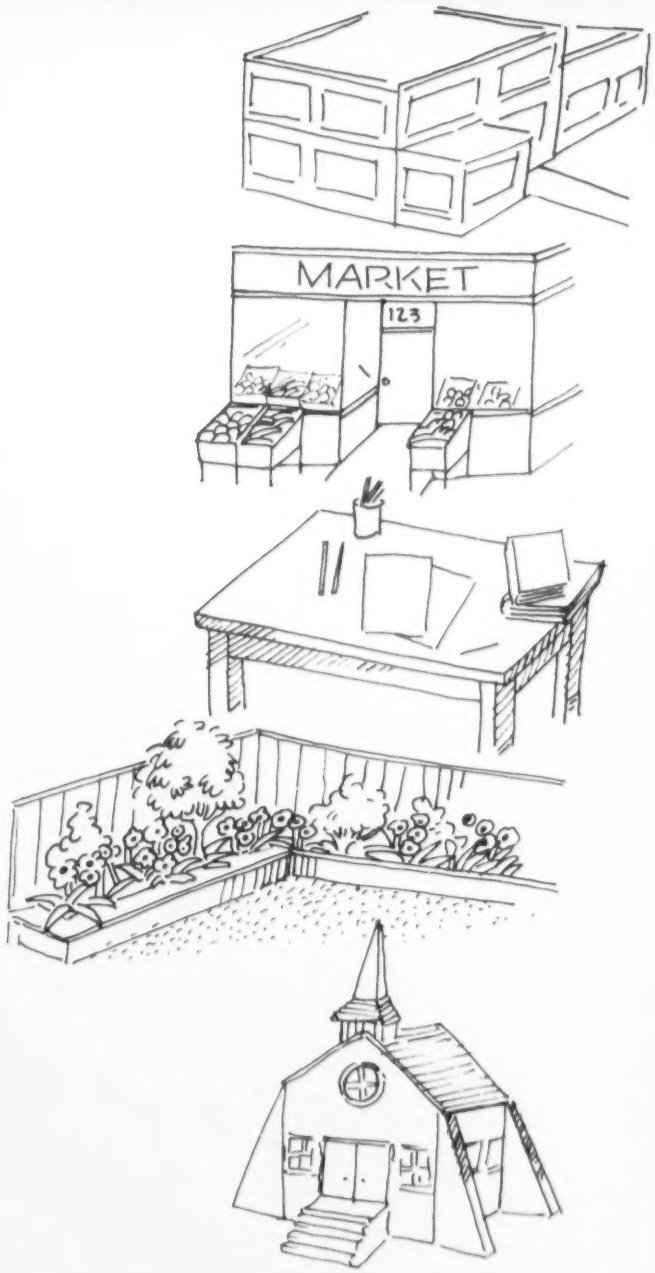
simba han

paara an

sulta an

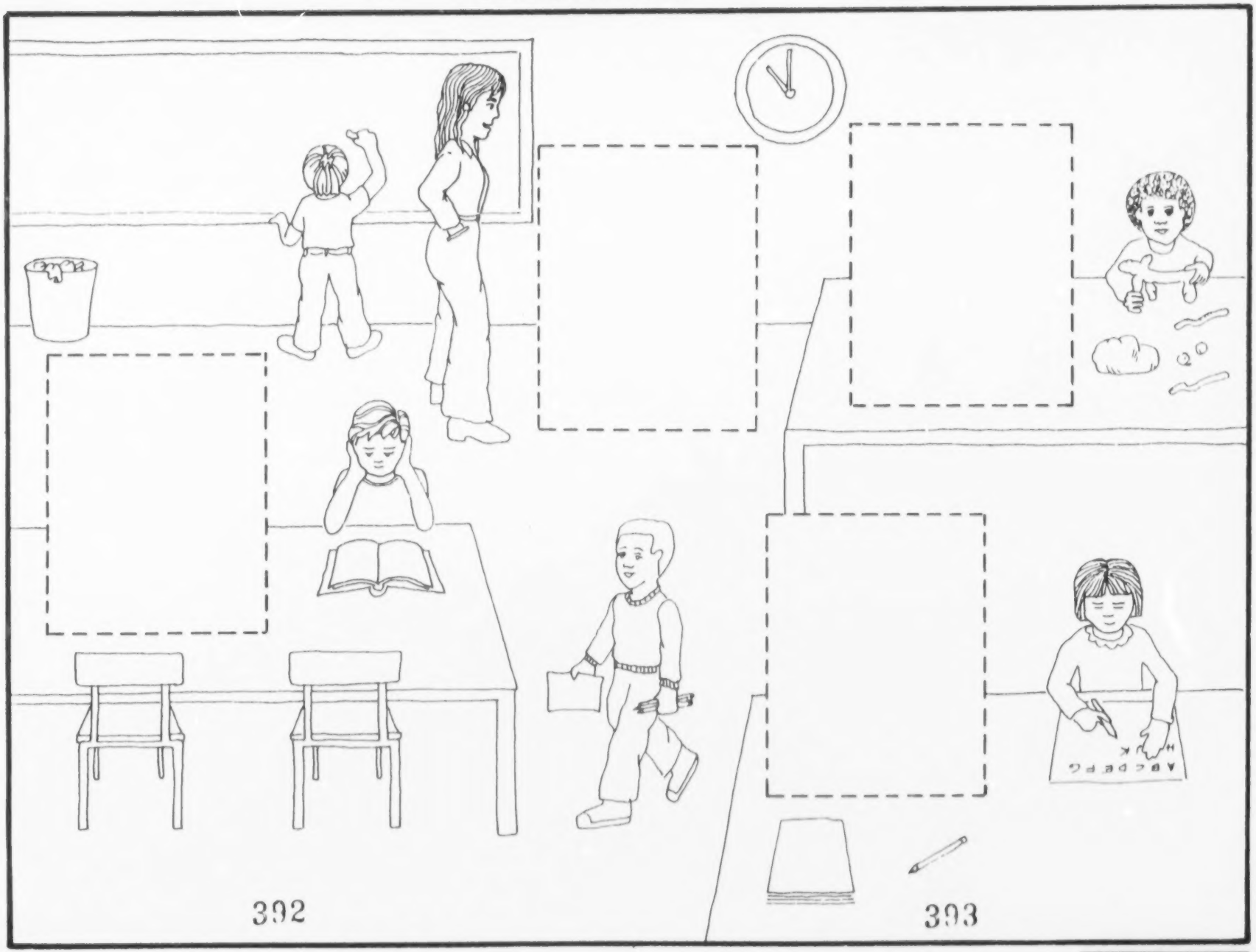
halaman an

390

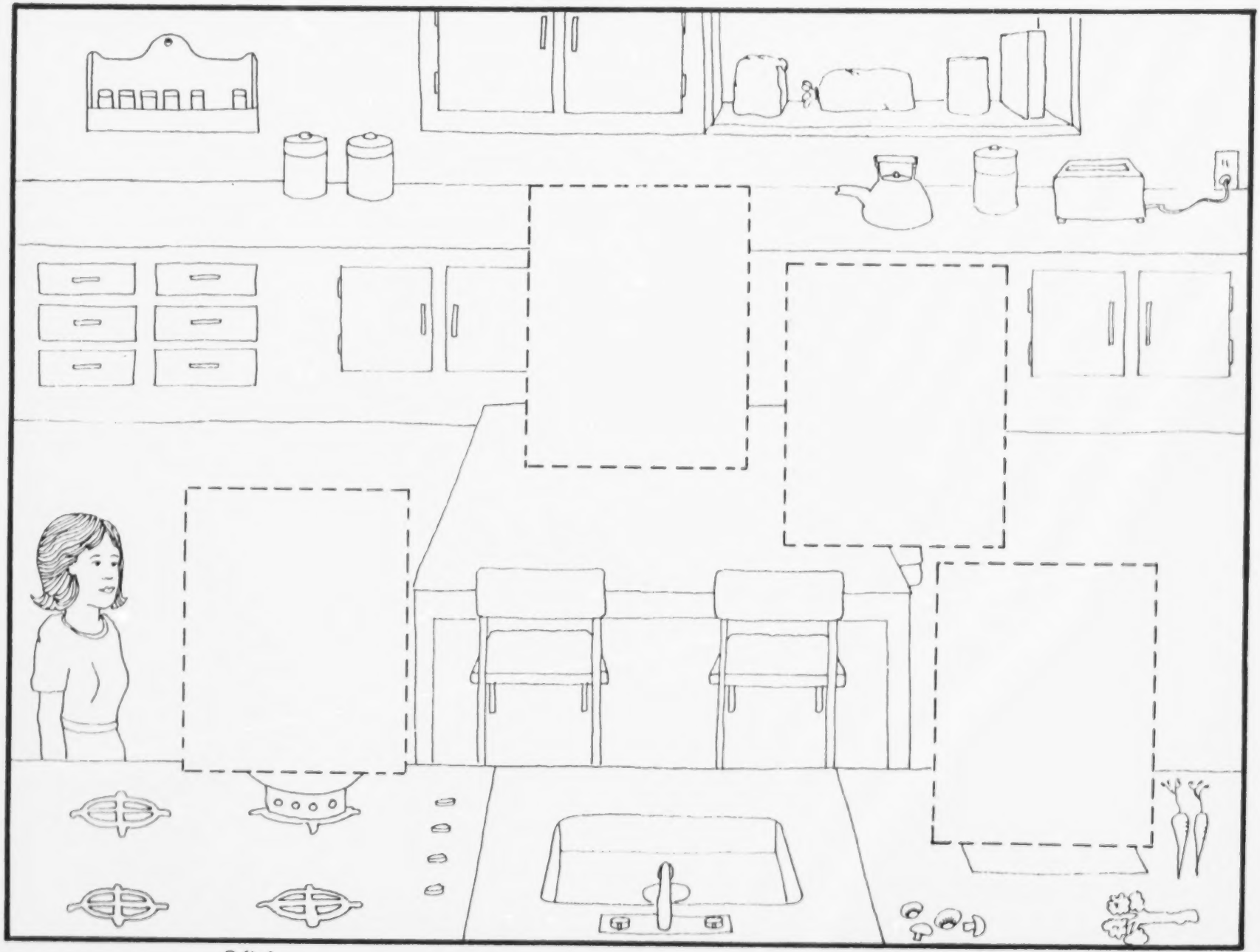


391

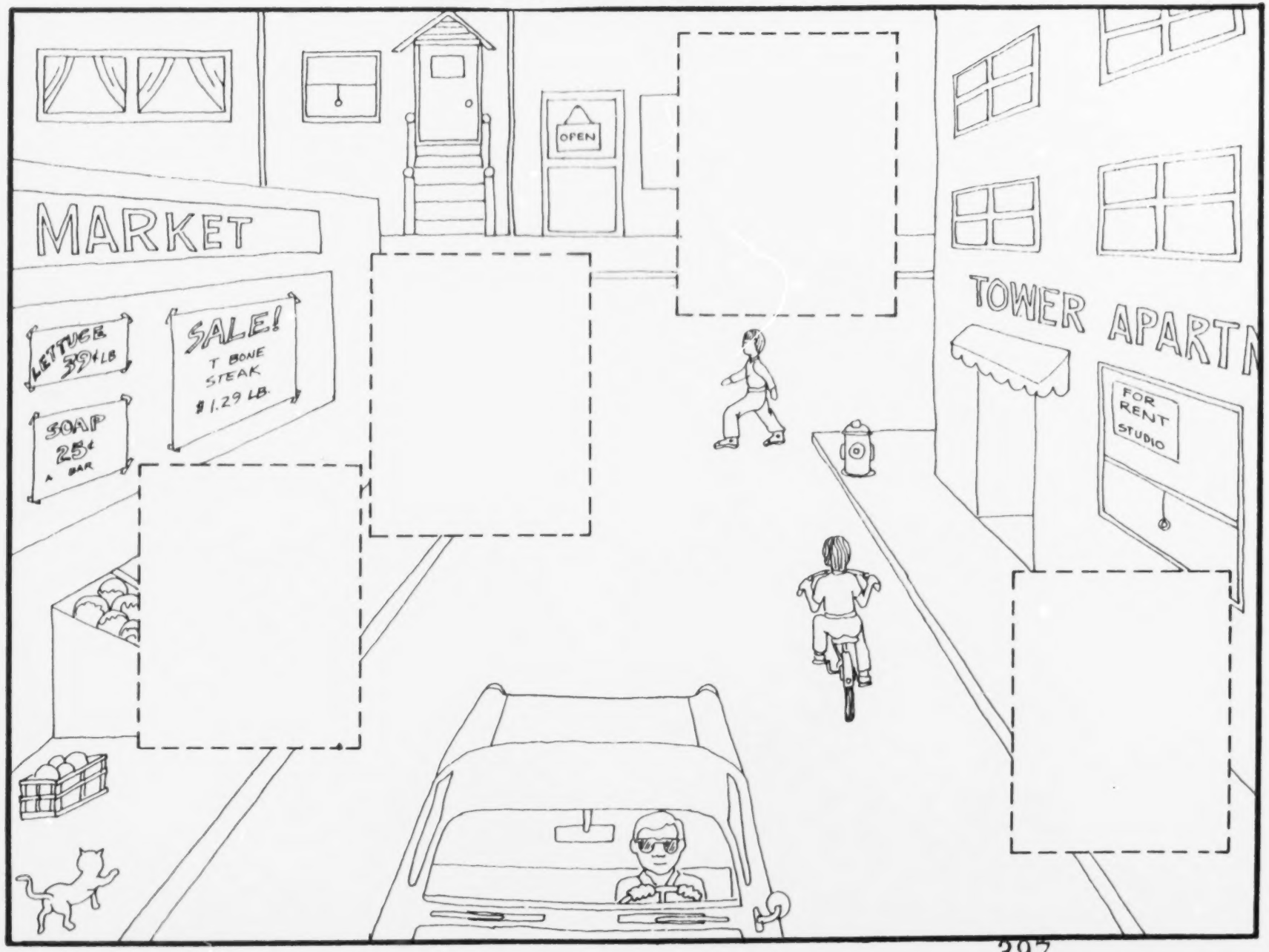
CLASSROOM



FAMILY



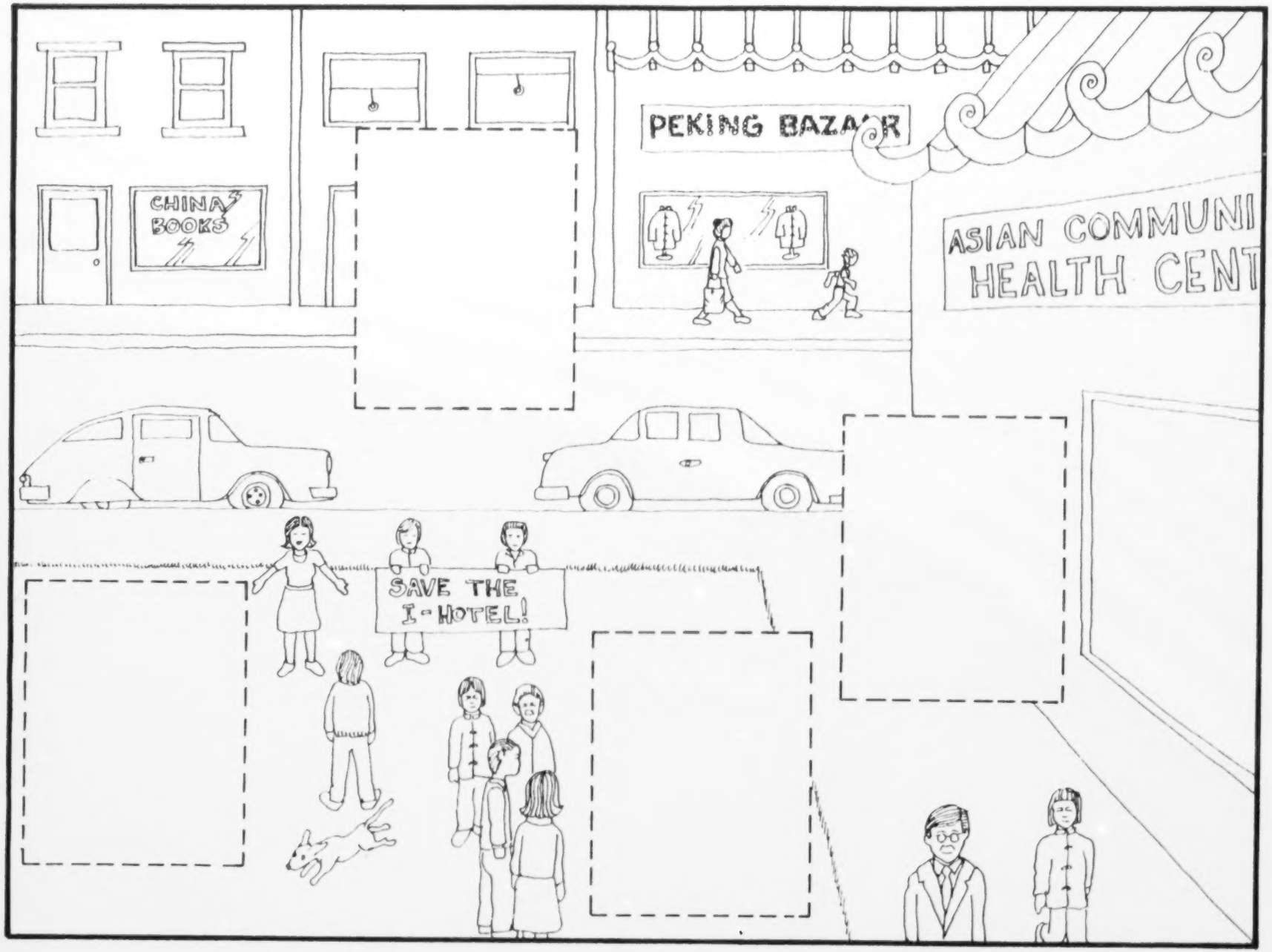
NEIGHBORHOOD



396

397

COMMUNITY



398

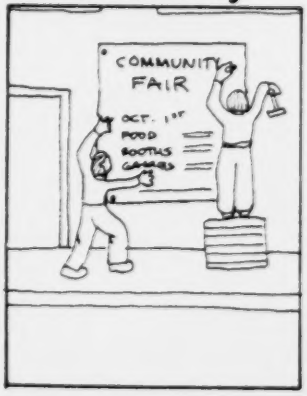
399

Classroom

Family

Neighborhood

Community



U.S. GOVERNMENT PRINTING OFFICE: 1984-453-100/7217-1,6B